

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orland Unified School District

CDS Code: 11-754810000000

School Year: 2023-24

LEA contact information:

Victor Perry

Superintendent

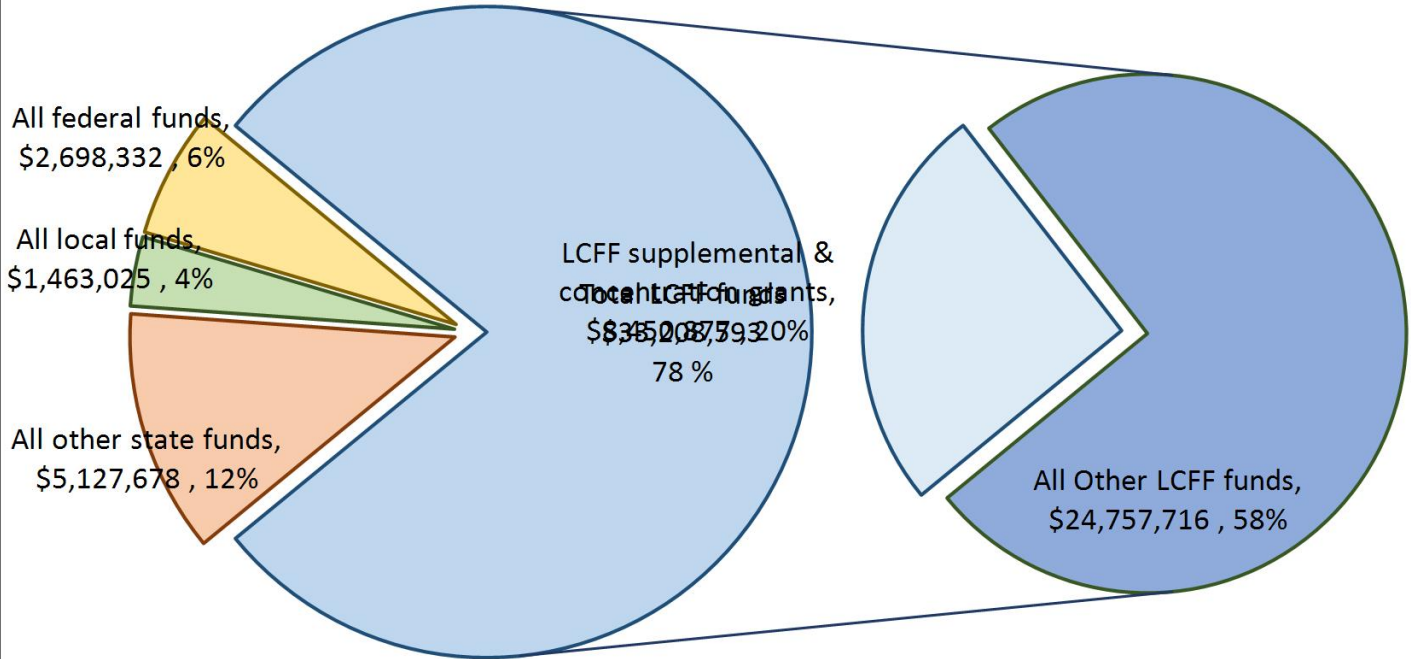
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(530)865-1200

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

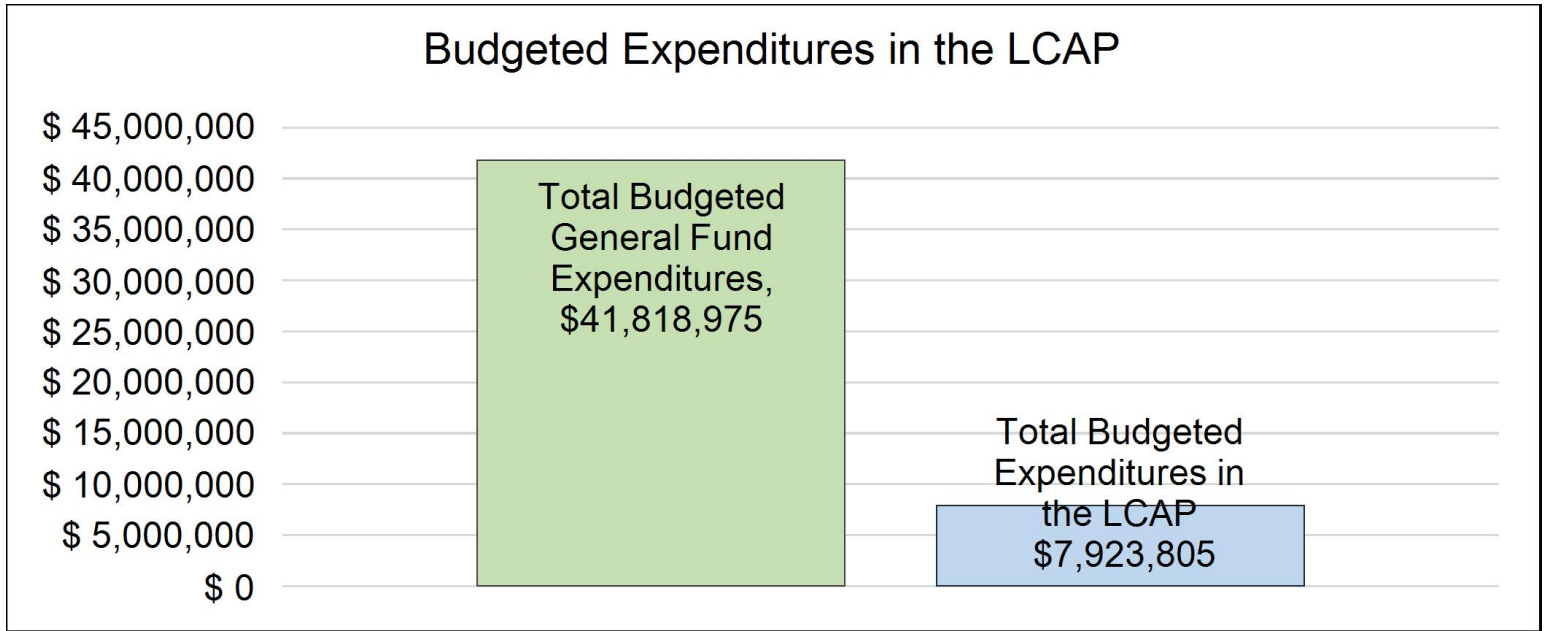


This chart shows the total general purpose revenue Orland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orland Unified School District is \$42,497,628, of which \$33,208,593.00 is Local Control Funding Formula (LCFF), \$5,127,678.00 is other state funds, \$1,463,025.00 is local funds, and \$2,698,332.00 is federal funds. Of the \$33,208,593.00 in LCFF Funds, \$8,450,877.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orland Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orland Unified School District plans to spend \$41,818,975.00 for the 2023-24 school year. Of that amount, \$7,923,805.00 is tied to actions/services in the LCAP and \$33,895,170 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

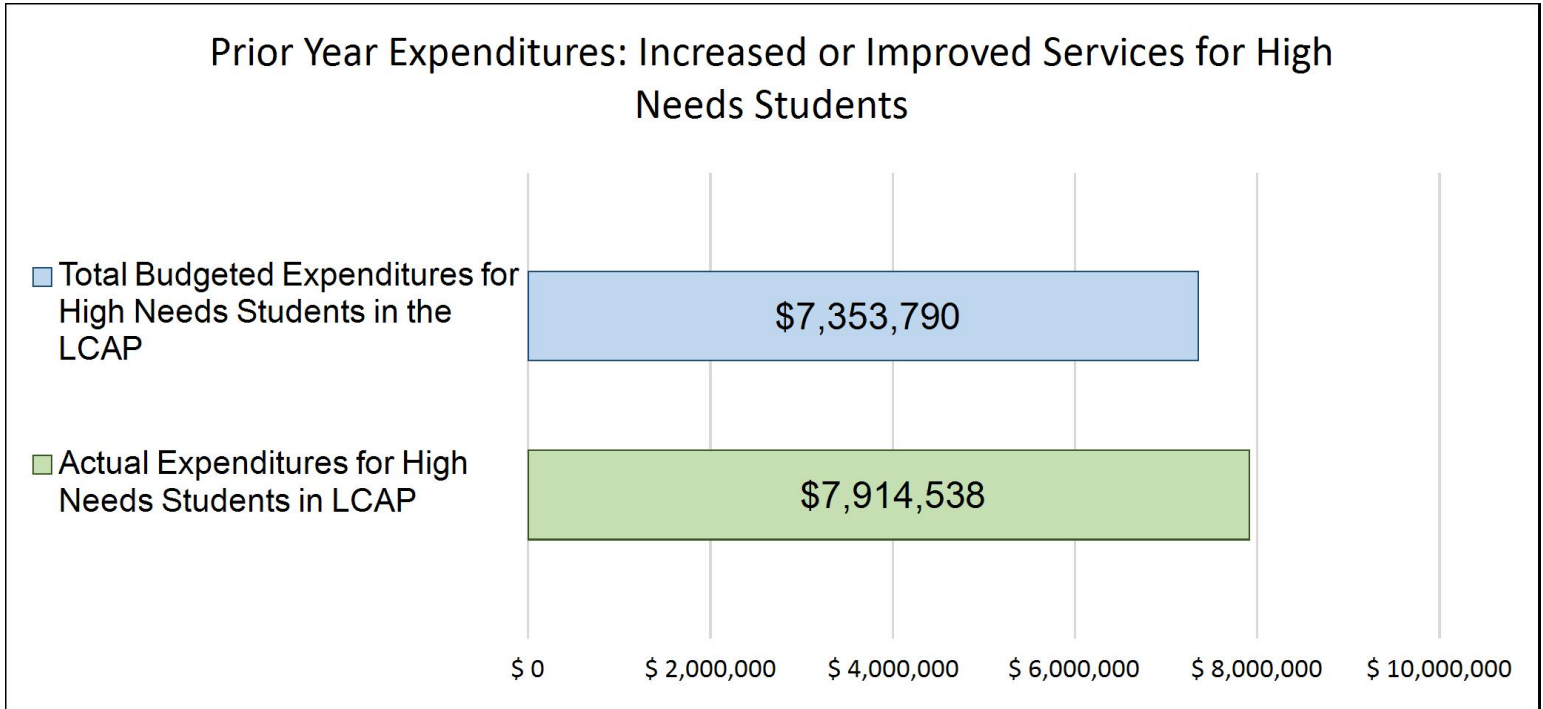
Expenditures not included in the LCAP include district office staff, Management, Superintendent and a portion of the administrative salaries and benefits. This also includes support staff salaries: M&O, admin assistants, ASB, Transportation. Other salaries and benefits include coaching, substitutes, extra duty and misc. contract based stipends. Expenditures not included: deferred maint. transfer, long term debt, insurance/JPA, expenditures for office staff, professional dev. for noninstructional staff, athletic and facility services/repairs. The ending fund balance is also not included

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Orland Unified School District is projecting it will receive \$8,450,877.00 based on the enrollment of foster youth, English learner, and low-income students. Orland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orland Unified School District plans to spend \$8502205.00 towards meeting this requirement, as described in the LCAP.

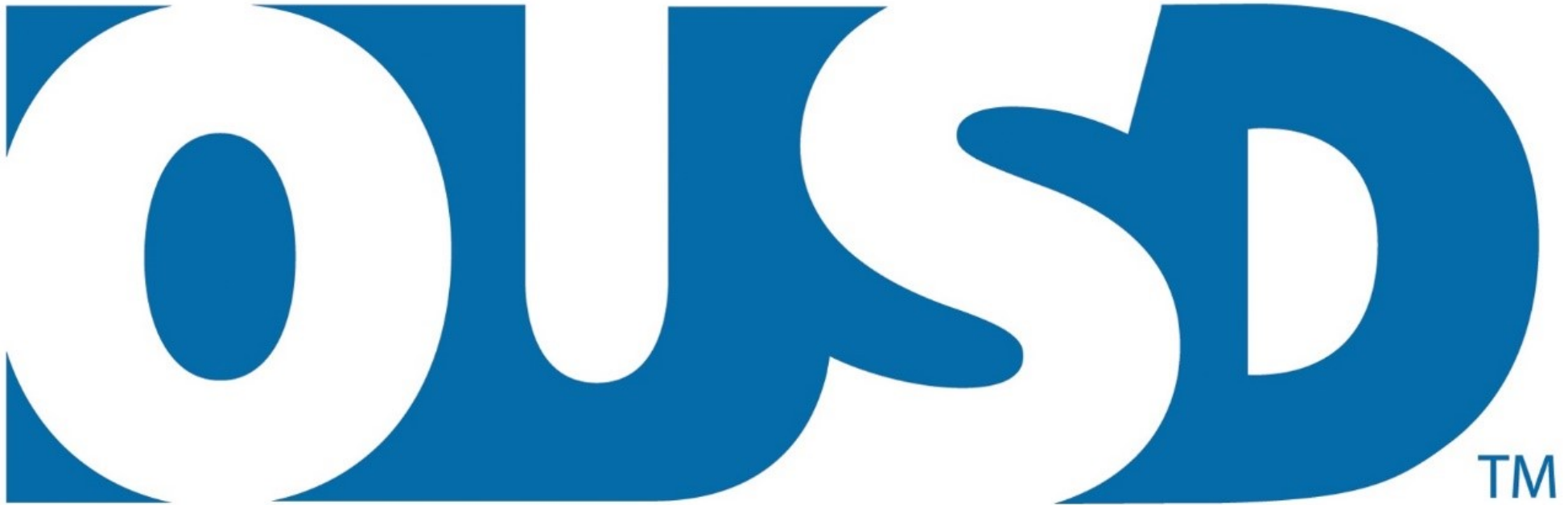
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Orland Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orland Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Orland Unified School District's LCAP budgeted \$7,353,790.00 for planned actions to increase or improve services for high needs students. Orland Unified School District actually spent \$7,914,538.00 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orland Unified School District	Victor Perry Superintendent	vperry@orlandusd.net (530)865-1200

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Orland Unified School District’s mission is to provide high-quality, differentiated, effective instruction in a safe, positive, and diverse learning environment to prepare students for success in college, careers, and life. Our vision is to be the school district of choice for all students within our boundaries, and the best school in Glenn County.

OUSD's Core Values:

We put students' needs first and do what is best for students.

We ensure a positive and safe learning and working environment for all students and staff.

We use student growth as our measure of improved achievement.

We are respectful, honest, ethical, and transparent in all our activities.

We will maintain an attitude of perseverance and resilience - a “can do” approach even when faced with difficult problems.

We promote consistency, collaboration, and communication throughout the district and community.

We build and maintain strong community connections; recognizing that we must serve our community.

We pursue success for all students and high expectations in all areas of learning.

We strive to ensure all our practices are Research and Evidence-based.

Learning is an expectation for everyone in our system; students, staff, and leadership.

We expect accountability for everyone in our schools.

Orland Unified School District is located in Glenn County, about 100 miles north of Sacramento, in the fertile Northern Sacramento River Valley. Agriculture is the county's leading industry. Almonds and walnuts are the largest of the crops. Rice, apiary products, table olives, and vine seeds (melons, pumpkins, squash, etc.) are also produced in quantity throughout the district. Many of the families in our community work either directly or in support of the agriculture industry. A strong sense of community pride makes Orland a great place to live, grow and raise children. The city of Orland is a family-oriented community with excellent schools, many churches, a well-managed city library, civic-minded service organizations, strong law enforcement, and a Volunteer Fire Department which has provided fire protection to the city and rural residents for over 100 years.

Orland Unified School District, the largest District in Glenn County, serves just over 2,300 students with diverse educational needs. Nearly 80% of our students and their families are qualified as socio-economically disadvantaged and 23% of our students are English Learners. 65% of our students are Hispanic/Latino; 30% are White; 2% Asian; and 1% are American Indian.

Approximately 100 Classified Staff members serve the students as secretaries, maintenance workers, bus drivers, instructional aides, nutrition services workers, and in other key support roles. The District also employs over 120 teachers, administrators, and other credentialed staff who provide professional services to students. The majority of the staff live in Glenn County or commute from nearby communities. The District's yearly budget is nearly \$30,000,000. As in all school districts, the majority of the revenues go toward paying staff salaries and benefits. The remaining amounts are allocated to operational expenses, paying long-term commitments, and maintaining facilities.

The District offers traditional TK-12 classes in four schools: Mill Street Elementary (TK - 2), Fairview Elementary (3-5), Price Intermediate (6-8), and Orland High School (9-12). Additionally, K-12 students may elect to take coursework through an Independent Study Program, and North Valley High offers alternative classes and credit recovery for grades 9-12. The district also operates a Community School for students.

Both State and local data suggest that our students continue to struggle to master the state content standards. Our students and their families continue to come to school with increasingly diverse needs. OUSD is committed to improving student learning growth and closing those existing achievement gaps. By focusing on instruction, data-driven decision-making, and engaging our families, we will build a system that constantly improves student growth. As an educational community, OUSD is committed to creating a coherent system of support that connects all services and programs to the established academic expectations for all students. In order to create a system of constant improvement, we are committed to building and sustaining effective and productive teams of teachers, parents, and administrators to carry out the work.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Programmatic Progress:

The number of teachers who are considered "Highly Qualified" by the CA Commission on Teacher Credentialing remains at 100%. Teachers implemented revised instructional plans based on the needs of students who were in Distance Learning during the Spring of 2020. The Social-Emotional Learning team made progress in analyzing and rolling out strategies for supporting all students. Two Way Dual Immersion implementation continues as planned. The first class of Dual immersion is now in 6th grade. Teachers and staff received extensive Professional Development on PLCs, Active Threats, IBa's, Relationship Building, Social / Emotional Support, and technology. This is conducted at the beginning of the school year. The English Language Arts, Math, Dual Immersion, English Learner Task Force, and Technology and Data committees continued to meet and implement planned improvements. SBAC results for ELA increased by .88 points. SBAC results for Math increased by 2.05 points. Students graduating with A-G Requirements increased by 9.6%. The graduation rate is Very High at 96.3%. Expanded Course Offerings at OHS increased 1 FTE and is now offering Ag Biology and Ag Chemistry. OUSD's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families was rated at full implementation. OUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children was rated as full implantation and sustainability.

OUSD's progress in providing families with information and resources to support student learning and development in the home was rated as full implementation.

No teachers were misassigned, and all students had access to their own copies of standards-aligned instruction materials at school and at home.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The COVID-19 pandemic has had a profound impact on student's lives and education, with effects ranging from academic challenges to social and emotional disruptions. Some of the effects that students are facing due to the pandemic include:

Learning Loss: Extended school closures, remote learning challenges, and disruptions to the traditional learning environment have led to varying degrees of learning loss among students. Many students have fallen behind in their studies, particularly in subjects that require hands-on or interactive learning.

Emotional Well-being: The pandemic has caused increased stress, anxiety, and feelings of isolation among students. Social interactions with peers and teachers, which are essential for emotional development, were limited due to remote learning and social distancing measures.

Mental Health Impact: Students have experienced heightened levels of stress, depression, and other mental health issues as a result of the uncertainty, fear, and changes brought about by the pandemic. Remote learning, lack of social connections, and concerns about family health have all contributed to these challenges.

Digital Divide: Not all students had equal access to technology and the internet during remote learning, exacerbating educational disparities. Students from low-income families or rural areas faced difficulties in accessing online classes and educational resources.

Lack of Routine: The disruption of daily routines, including school schedules and extracurricular activities, has affected students' sense of structure and stability. This can impact their overall well-being and motivation.

Loss of Extracurricular Activities: Many extracurricular activities, such as sports, clubs, and arts programs, were suspended or limited during the pandemic. These activities play a crucial role in fostering social skills, teamwork, and personal growth.

Parental Involvement: Remote learning required increased parental involvement in education, which posed challenges for families where parents were working or lacked the necessary knowledge or resources to support their children's learning effectively.

Educational Inequities: Existing educational disparities were exacerbated during the pandemic. Students from marginalized communities, those with disabilities, and English language learners faced additional barriers in accessing quality education and support services.

Transition Challenges: Students transitioning from one educational level to another, such as starting kindergarten or moving to high school, faced challenges in adjusting to new environments and routines.

Uncertain Educational Future: The pandemic created uncertainty about the future, including college and career plans. College admissions processes, standardized testing, and internships were all affected, causing confusion and anxiety for students.

Addressing these challenges requires a multi-faceted approach that includes not only academic support but also efforts to prioritize mental health and emotional well-being, bridge the digital divide, and provide targeted assistance to vulnerable student populations.

Dashboard Data indicate these areas of need:

Chronic absenteeism is Very High 35.9% All Subgroups are Very High.

Suspension Rate is High at 7.6%

ELA is Low at 55.5 points below the standard

Math is 97.2 points below the standard

46.1% % of EL students were making progress toward proficiency.

Steps that will be taken to address areas of need:

Chronic Absenteeism:

Early Intervention: Implement an early warning system that identifies students at risk of chronic absenteeism and provides targeted interventions, such as counseling or mentorship, to address underlying causes.

Parent Engagement: Establish strong communication channels between schools and parents to emphasize the importance of attendance, provide resources to support attendance, and address any barriers that may contribute to absenteeism.

Positive School Climate: Create a welcoming and inclusive school environment where students feel connected and valued, reducing the likelihood of absenteeism.

Suspension Rate:

Restorative Practices: Replace punitive disciplinary measures with restorative practices that focus on conflict resolution, empathy-building, and repairing harm.

Social-Emotional Learning (SEL): Integrate SEL programs that help students develop emotional regulation, conflict resolution, and interpersonal skills, reducing behaviors that lead to suspensions.

Behavioral Interventions: Offer behavioral interventions and support services for students with behavioral challenges, addressing the root causes of their actions and providing them with tools to make positive choices.

ELA and Math Achievement:

Differentiated Instruction: Tailor teaching strategies to address individual learning needs, providing additional support and enrichment to students struggling with ELA and math.

Data-Driven Instruction: Analyze student performance data to identify specific areas of weakness, allowing teachers to target instruction and interventions more effectively.

Small Group Instruction: Offer small-group sessions for students who need extra help, allowing for more personalized attention and instruction.

Professional Development: Provide ongoing professional development for teachers to enhance their instructional strategies and approaches for teaching ELA and math.

EL Students' Progress toward Proficiency:

English Language Support: Offer targeted support for EL students, including intensive English language instruction, tutoring, and resources to help them bridge language gaps.

Culturally Responsive Teaching: Train teachers to use culturally responsive teaching methods that acknowledge and integrate students' cultural backgrounds and experiences.

Peer Tutoring: Pair proficient English speakers with EL students for peer tutoring sessions to improve language skills and foster a supportive learning environment.

Regular Progress Monitoring: Continuously monitor the progress of EL students and adjust interventions as needed to ensure steady progress toward proficiency.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The strengths of OUSD's LCAP lie in its focused and data-driven approach to addressing key areas of improvement while also recognizing the stability and current success in other aspects of the district. Here are the strengths highlighted in the provided information:

Clear and Focused Goals: The plan is structured around three primary goals that are directly related to improving instructional practices, enhancing school culture through social/emotional learning, and increasing parent and community involvement. This clear focus allows for concentrated efforts in these crucial areas.

Data-Driven Decision Making: The plan emphasizes the importance of data analysis to guide improvement efforts. By gathering and analyzing achievement data and using in-depth data analysis for subsequent years, the district ensures that its strategies are grounded in evidence and tailored to address specific needs.

Building on Existing Initiatives: The mention of the SEL Committee's prior work indicates that the district is building upon existing strengths and initiatives. This approach leverages the progress made by these committees and allows for more seamless integration of SEL strategies into classrooms system-wide.

Incremental Implementation: The plan recognizes that improvement efforts may require time to yield significant results. By incorporating incremental improvement ideas and using data to inform adjustments over subsequent years, the district demonstrates a realistic approach to change that allows for flexibility and adaptability.

Stability and Maintaining Success: Acknowledging the successful current conditions in certain areas of the district and not making significant changes where they are not immediately necessary reflects a balanced and pragmatic perspective. This approach ensures that resources and efforts are channeled where they are most needed while maintaining the district's strengths.

Adaptability and Accountability: While certain State Priorities are not the primary focus, the plan indicates a commitment to addressing them appropriately should issues arise. This demonstrates the district's adaptability and willingness to adjust its strategies if circumstances change.

Compliance and Verification: The plan's approach to addressing the remaining State Priorities as a single goal, using required measurements for verification, showcases the district's commitment to meeting state requirements while also recognizing that major changes are not currently needed.

Overall, OUSD's LCAP demonstrates a thoughtful and balanced approach to improvement, leveraging data, existing initiatives, and community involvement to drive positive change in targeted areas while maintaining stability in others. This approach promotes accountability, adaptability, and the effective allocation of resources.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A OUSD has no schools in CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A OUSD has no schools in CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A OUSD has no schools in CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

OUSD's cultural values are inclusion, equity, and transparency. The District realizes that all stakeholders play key roles in making the system successful, and every group is essential in helping students receive an excellent education. Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas of K-12! Achieving our vision is only possible if we listen to, and act upon those improvement suggestions which maximize benefits for students. To avoid "mission drift" (confusion and diffused efforts) we take all suggestions and actively search them for ideas that will create positive impacts in multiple areas. The process of engaging educational partners in the development of the Local Control and Accountability Plan (LCAP) involved a series of collaborative steps to ensure that diverse perspectives were considered and incorporated before finalizing the plan. This included our Back-to-school nights, ELAC and DELAC meetings, site councils, board meetings, and parent meetings. Elac/Delac meetings (held in October, December, February, April, and June) provided specific feedback from parents and staff. School site council meetings were held quarterly at each site beginning in September 2022 and ending in May 2023 and provided input from parents, staff members, and students on improving instruction, school culture, and performance. Surveys were used during the school year to gain valuable insight into school culture and staff needs. Monthly administration meetings were held starting in June of 2022 and ending in May of 2023. During these meetings, data was looked at to improve school culture, attendance, student performance, and instruction. To get a student perspective, a meeting was held in Early February to cover school culture, needs/wants, and overall input on the LCAP. Here's a summary of the engagement process:

Identifying Stakeholders: The district identified a range of educational partners, including parents, students, teachers, administrators, community organizations, and other stakeholders involved in the education ecosystem. These stakeholders were selected to represent various perspectives and expertise.

Initial Consultation: The district initiated discussions with educational partners early in the process. This might have involved meetings, surveys, focus groups, and other forms of engagement to gather input on priorities, challenges, and opportunities for improvement.

Sharing Information: The district provided educational partners with information about the LCAP, its goals, and the state priorities it aimed to address. Transparency about the planning process and its significance helped partners understand the context and purpose.

Feedback Gathering: Educational partners were given opportunities to share their insights, concerns, and suggestions regarding the goals and strategies outlined in the plan. This feedback collection might have taken place through surveys, workshops, public forums, and written submissions.

Collaborative Workshops: Workshops or meetings might have been organized to bring educational partners together for in-depth discussions and brainstorming sessions. These sessions encouraged collaboration and the exchange of ideas to shape the plan's direction.

Data Review: Partners had the chance to review and analyze relevant data, such as student achievement data, attendance rates, and other indicators. This informed their feedback and recommendations, aligning them with evidence-based practices.

Review of Plan Drafts: The district shared draft versions of the LCAP with educational partners, allowing them to review and provide input on the specific strategies, actions, and targets outlined in the plan.

Incorporating Feedback: The district carefully considered the feedback received from educational partners and integrated relevant suggestions and insights into the plan. This demonstrated a commitment to incorporating diverse perspectives.

Open Dialogue: Throughout the engagement process, the district maintained an open and ongoing dialogue with educational partners. This allowed for clarification, further discussions, and the refinement of strategies based on continued input.

Finalization and Approval: Before finalizing the LCAP, the district reviewed the plan with educational partners once again to ensure that their input had been accurately incorporated. Any final adjustments were made to align the plan with the collective vision.

Communication: The district transparently communicated how educational partner feedback influenced the final plan. This helped stakeholders understand their role in the process and the impact of their contributions.

By following this comprehensive engagement process, the district ensured that the perspectives, insights, and expertise of educational partners were taken into account and woven into the fabric of the final Local Control and Accountability Plan.

A summary of the feedback provided by specific educational partners.

Students:

Students expressed a desire for more engaging and interactive learning experiences. They highlighted the importance of incorporating modern technology and real-world applications into lessons to make learning more relevant and exciting. Feedback emphasized the need for a supportive and inclusive school environment where every student feels safe, heard, and respected. Students emphasized the significance of anti-bullying measures and mental health support services. They suggested a greater variety of options for classes; fewer required courses and more electives; variation in the rigor of courses; inconsistency of grading practices; lack of clarity on learning goals/objectives; and some frustration about their ability to give feedback on school processes (requirements, rules, and courses). Post-pandemic the student's main concerns were a return to more normal operations, and how they were going to make up missed learning and experiences.

Staff:

Teachers and other staff members provided feedback on the importance of professional development opportunities to enhance their instructional practices. They emphasized the need for ongoing training on incorporating differentiated instruction and utilizing data to tailor

teaching strategies. Staff members also stressed the significance of a positive and collaborative work environment. They provided insights into strategies for boosting morale, promoting teamwork, and addressing burnout.

Parents/Community Members:

Parents and community members expressed a desire for increased communication and involvement in their children's education. They emphasized the importance of regular updates about student progress, opportunities for parent-teacher conferences, and workshops on how to support learning at home. Feedback also highlighted the need for accessible resources for parents who are not proficient in English. They requested translated materials and workshops to ensure all parents can actively participate.

Administrators:

Administrators provided feedback on the need for effective leadership development programs to support school leaders in creating positive and equitable school cultures. They emphasized the importance of strong communication skills and fostering collaboration among staff. Feedback also emphasized the significance of data-driven decision-making at the administrative level. Administrators highlighted the need for tools and training to analyze student achievement data and make informed strategic choices.

Labor Organizations:

Labor organizations emphasized the importance of fair compensation and benefits for all education professionals. They provided feedback on the need to attract and retain quality teachers and staff through competitive compensation packages. Labor organizations also highlighted the importance of work-life balance and the well-being of educators. Feedback focused on the implementation of policies that promote mental health support and reduce excessive workloads.

SELPA (Special Education Local Plan Area):

SELPA stakeholders provided insights into the unique needs of students with disabilities. They emphasized the importance of personalized learning plans, individualized support, and inclusive classroom environments.

Feedback also highlighted the need for specialized training for teachers and support staff working with students with disabilities. This training should cover strategies for differentiated instruction, behavior management, and collaboration with special education professionals.

Incorporating this diverse range of feedback from specific educational partners allowed for a comprehensive and holistic approach to the development of the Local Control and Accountability Plan (LCAP). The plan reflects the collective insights and priorities of students, staff, parents, administrators, labor organizations, and SELPA stakeholders, ensuring that the educational ecosystem's needs are addressed effectively.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Specific input from educational partners played a crucial role in shaping various aspects of the Local Control and Accountability Plan (LCAP). Here are descriptions of how their input influenced different elements of the plan:

Student Input:

The emphasis on implementing research-based best practices for instruction was influenced by students' feedback on the desire for more engaging and interactive learning experiences.

The focus on creating a positive school culture with social/emotional learning (SEL) strategies was informed by students' emphasis on the importance of feeling safe, heard, and respected in the school environment. Class offerings were increased and more electives are now offered.

Staff Input:

The emphasis on professional development opportunities for staff to enhance instructional practices and the focus on data-driven decision-making were directly influenced by staff members' feedback on their desire for continuous growth and improved teaching strategies. This included getting feedback from the staff on what PD was needed to start the school year out.

Parent/Community Input:

The inclusion of increased communication strategies, such as regular updates on student progress and opportunities for parent-teacher conferences, was driven by parents' and community members' input on the need for greater involvement in their children's education. The commitment to providing accessible resources for parents with limited English proficiency was informed by feedback highlighting the need for inclusivity and engagement for all families. The district started a monthly newsletter and increased our Aeries communication and social media platforms for disseminating information to parents.

Administrator Input:

The focus on leadership development programs for administrators and the emphasis on data-driven decision-making at the administrative level were directly influenced by administrators' input on their desire for effective leadership strategies and tools for informed decision-making. The administrators focused on district data at our annual leadership retreat. This analysis will be used to guide the sites during the current school year.

Labor Organizations' Input:

The consideration for fair compensation and benefits for educators, as well as strategies to promote work-life balance, was directly informed by labor organizations' input on the importance of supporting the well-being of education professionals. The district and units were able to update both CBAs and agree on compensation increases.

SELPA Input:

The emphasis on individualized support and inclusive classroom environments for students with disabilities was significantly influenced by SELPA stakeholders' input on the unique needs of these students and the importance of tailored strategies.

The input provided by these educational partners resulted in a well-rounded and comprehensive LCAP that addresses the specific needs and priorities of students, staff, parents, administrators, labor organizations, and SELPA stakeholders. Their perspectives guided the formulation

of goals, strategies, and actions, ensuring that the plan reflects a collaborative effort to improve educational outcomes and create a positive learning environment for all.

Goals and Actions

Goal

Goal #	Description
1	Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

An explanation of why the LEA has developed this goal.

Quality instruction is the key to improved student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/English Language SBAC results	36.41% Met or Exceeded	24.12% Met or Exceeded	25% Met or Exceeded		41% Met or exceeded
Priority 4: State Indicator/Academic Indicator/Mathematics SBAC results	18.49% Met or Exceeded	11.95% Met or Exceeded	14% Met or Exceeded		23% Met or exceeded
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	53.5% making progress toward EL Proficiency	Dashboard has not released this indicator information yet.	46.1% making progress toward EL Proficiency		56.5% making progress toward EL Proficiency
Priority 8: Local Metric/Other student outcomes (Local	Score on District Writing Assessment weighted Average 65.2%	Score on District Writing Assessment weighted Average 62.25%	Score on District Writing Assessment weighted Average 64.7%		Score on District Writing Assessment weighted Average 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments, Interims, MAPs, etc.)					
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Score on District Math Assessment Scoring Thorough Understanding 15% Scoring Adequate Understanding 15% Scoring Partial Understanding 17% Scoring Minimal Understanding 52%	Score on District Math Assessment Scoring Thorough Understanding 28% Scoring Adequate Understanding 17% Scoring Partial Understanding 13% Scoring Minimal Understanding 34%	Score on District Math Assessment Scoring Thorough Understanding 21% Scoring Adequate Understanding 21% Scoring Partial Understanding 24% Scoring Minimal Understanding 33%		Score on District Math Assessment Scoring Thorough Understanding 24% Scoring Adequate Understanding 23% Scoring Partial Understanding 13% Scoring Minimal Understanding 40%
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	iReady Reading Tier 1 = 20%; Tier 2 = 42%; Tier 3 = 38%	iReady Reading Tier 1 = 15%; Tier 2 = 41%; Tier 3 = 43%	iReady Reading Tier 1 = 23%; Tier 2 = 45%; Tier 3 = 32%		iReady Reading Tier 1 = 26%; Tier 2 = 42%; Tier 3 = 32%
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	iReady Math Tier 1 = 13%; Tier 2 = 51%; Tier 3 = 35%	iReady Math Tier 1 = 11%; Tier 2 = 54%; Tier 3 = 35%	iReady Math Tier 1 = 13%; Tier 2 = 56%; Tier 3 = 31%		iReady Math Tier 1 = 19%; Tier 2 = 51%; Tier 3 = 29%
Priority 2: Local Indicator/Implementation of State Standards/ELD	17.7% of ELs decreased one ELPI level	18.3% of ELs decreased one ELPI level	17.1% of ELs decreased one ELPI level		10% or fewer students will decrease one ELPI level
Priority 4: State indicator/Academic Indicator/College and Career Indicator/A-G Course Completion	OUSD students graduating with A-G requirements is 59.7%, as indicated on Dataquest.	OUSD students graduating with A-G requirements is 37.7%, as indicated on Dataquest.	OUSD students graduating with A-G requirements is 47.3%, as indicated on Dataquest.		OUSD would like to see students graduating with A-G requirements to be 70% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State indicator/Academic Indicator/College and Career Indicator AP pass rate	OUSD students passing with a 3,4,or 5 overall on the AP test is 8.1 % as indicated on the college board reports	OUSD students passing with a 3,4,or 5 overall on the AP test is 6.5 % as indicated on the college board reports.	OUSD students passing with a 3,4,or 5 overall on the AP test is 33% as indicated on the college board reports.		OUSD students passing with a 3,4,or 5 overall on the AP test to be 10 % or more as indicated on the 2022-2023 college board reports
Priority 4: State indicator/Academic Indicator/College and Career Indicator EL reclassification rate	OUSD reclassification rate for EL's is 14.7% as indicated on Dataquest-EL Annual RFEP counts.	OUSD reclassification rate for EL's is 5.5 % as indicated on Dataquest-EL Annual RFEP counts. We did not have enough test results from CASSP to reclassify.	OUSD reclassification rate for EL's is 17.7 % as indicated on Dataquest-EL Annual RFEP counts. We did not have enough test results from CASSP to reclassify.		OUSD would like reclassification rate for EL's to be 10% or higher as indicated on Dataquest-EL Annual RFEP counts.
Priority 8:	Expand Course offerings for CTE. OHS currently has 6 FTE that cover 36 total offerings.	Expand Course offerings for CTE. OHS currently has 6 FTE that cover 36 total offerings.	Expand Course offerings for CTE. OHS currently has 7 FTE that cover 41 total offerings. Ag Biology and Ag Chemistry have been fully intergraded.		Fully intergrade Ag Biology and Ag Chemistry to increase the number of students that are graduating with A-G requirements
Priority 4: State indicator/Academic Indicator/College and Career Indicator (HS Only)	CTE completion rate for the following sections are: Fashion - 3 students Education - 11 students Interior Design - 1 student Systems, Diagnostics, Services & Repair (Auto) - 9 students	CTE completion rate for the following sections are: Fashion - 3 students Education - 12 students Interior Design - 1 student Systems, Diagnostics, Services & Repair (Auto) - 13 students	CTE completion rate for the following sections are: Fashion - 3 students Education - 12 students Interior Design - 1 student Systems, Diagnostics, Services & Repair (Auto) - 13 students		CTE completion rate will increase overall by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Ag Mechanics (Welding/Wood) - 17 students Agriscience - 15 students	Ag Mechanics (Welding/Wood) - 13 students Agriscience - 30 students	Ag Mechanics (Welding/Wood) - 13 students Agriscience - 30 students		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Systemic Data Analysis	Grade level and content area teams will meet to determine which data to use for evaluating student learning loss.	\$67,110.00	Yes
1.2	Using Data to Improve Instruction	Grade level and content area teams will use data to make appropriate modifications to interventions, curriculum maps and instructional calendars.		Yes
1.3	Assessing Grading Practices	Continue Professional Development and discussions about grading with the target of revising grading practices where needed, to reflect best practices based on current research about grades/grading.	\$219,104.00	Yes
1.4	Adding caring adults	Sustain positions with teachers, and aides, and other instructional positions, to support students as they recover from the effects of the pandemic and return to normal school routines; including before, during and after school student support opportunities.	\$4,327,246.00	Yes
1.5	Professional Development	Identify professional development related to instructional best-practices and implement.	\$137,593.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Forward Thinking	Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.) Strengthen and expand existing career Technical Pathways through vocational certification options, expanded internships and externships, and additional electives within pathways, Including looking at adding CTE staff.		Yes
1.7	Continuing the Work	Site and District level teams will continue their work related to instructional improvement.	\$94,600.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year OUSD was faced with many challenges in implementing many of our student supports and interventions. As we move forward and work through all of the challenges that COVID has produced, we look forward to supporting our student's academics. The Data due to COVID is unreliable.

Instructional coaches have played a crucial role in helping to address and mitigate learning loss in students. Learning loss refers to the academic setbacks that students may have experienced due to disruptions in their education, which can be caused by various factors such as the COVID-19 pandemic, extended breaks from school, or other interruptions. Two main factors have been the focus of our instructional coaches:

Targeted Support: Instructional coaches work closely with teachers to identify the specific learning needs of students who have fallen behind. They analyze student data, assessment results, and classroom observations to pinpoint areas of struggle. This enables them to create tailored interventions and strategies that address the unique learning gaps of each student.

Professional Development: Coaches provide ongoing professional development to teachers. They offer training sessions and workshops on effective teaching strategies, curriculum design, and assessment techniques. This helps teachers adapt their instructional methods to better suit the needs of students who require catch-up or remediation.

Professional Learning Communities (PLCs) play a vital role in improving instruction by fostering collaboration, continuous learning, and data-driven decision-making among educators. OUSD continues to provide training and make all effort to make sure that the PLC process is effective. Here's how effective PLCs contribute to enhancing instruction:

Collaborative Learning: PLCs bring teachers together to share their knowledge, experiences, and best practices. This collaborative environment allows educators to learn from one another, exchange innovative teaching methods, and develop a deeper understanding of effective instructional strategies.

Data Analysis: PLCs emphasize data-driven decision-making. Teachers collaboratively analyze student performance data, assessments, and other relevant metrics. This analysis helps identify trends, areas of improvement, and learning gaps, enabling teachers to tailor their instruction to address specific student needs.

Targeted Interventions: Through data analysis, PLCs identify students who may require additional support. Teachers collaborate to design targeted interventions that focus on these students' specific needs, resulting in more personalized and effective instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Due to COVID and distance learning, OUSD saw a decline in overall student achievement. Throughout the course of the pandemic, District staff have met with parents, students, and staff to discuss issues related to returning to normal operations and improving overall student performance. Our staff worked extremely hard to meet our student needs throughout the year despite the many challenges that COVID has caused. Professional development, and hiring of additional instructional aides, counselors, and SEI Coaches continued throughout the year.

Targeted Support: By closely analyzing student data and identifying specific learning gaps, instructional coaches enable teachers to focus their efforts on areas where students need the most help. This targeted approach ensures that instructional time is spent on addressing actual deficiencies, leading to more efficient progress.

Professional Development: The continuous professional development provided by coaches equips teachers with new strategies and tools to engage struggling students effectively. Teachers gain a better understanding of best practices for remediation and can apply these strategies immediately in the classroom.

Collaborative Learning: Collaborative discussions in PLCs allow educators to pool their collective knowledge and experiences. This sharing of expertise exposes teachers to a variety of teaching methods and perspectives, enabling them to adopt proven strategies that have worked well for their colleagues.

Data Analysis: The emphasis on data-driven decision-making ensures that instructional improvements are grounded in evidence. Collaborative data analysis helps identify patterns, trends, and areas of concern, which guides teachers in making informed choices to target their instruction effectively.

Targeted Interventions: The collaborative nature of PLCs enables teachers to collaboratively design interventions that are targeted precisely at the needs of struggling students. This collective effort leads to a more comprehensive and effective approach to addressing student challenges.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

OUSD will continue to identify student needs and supports. We will continue to look at remedies for reducing learning loss, providing a safe and orderly environment, and providing greater student engagement in academics and extracurricular activities.

Differentiated Instruction: Teachers will receive professional development on differentiated instruction techniques to cater to various learning styles. This will provide struggling students with targeted support while challenging high-achieving students appropriately.

Intervention Strategies: A tiered intervention system will be implemented to provide extra support for struggling students. This might include additional tutoring sessions, small-group instruction, and personalized learning plans.

Data Analysis and Reflection: Regular data analysis will continue, but the focus will be on identifying patterns and trends among struggling students. This reflection will guide adjustments to instructional strategies and interventions.

Collaborative Problem-Solving: Teachers will engage in collaborative problem-solving within Professional Learning Communities (PLCs). They will share insights, experiences, and successful strategies for supporting struggling students effectively.

Parent Engagement: Efforts will be made to involve parents of struggling students. Regular communication will keep parents informed about their child's progress and provide strategies for supporting learning at home.

Ongoing Professional Development: Teachers will receive ongoing training in instructional techniques and approaches that align with the needs of struggling students.

By reflecting on the outcomes of the prior year's efforts, the educational team identified areas for improvement and made specific changes to their goal, metrics, desired outcomes, and actions. The revised approach ensures a more inclusive and targeted effort to address the diverse needs of all students, leading to more meaningful and equitable improvements in mathematics performance.



A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.

An explanation of why the LEA has developed this goal.

A student's feelings of safety and comfort correlate highly to achievement scores. Following the COVID pandemic, extra attention will need to be given to social and emotional health in order to maximize student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: Local Indicator/Local tool for school climate	HKCA Survey Key Indicator on School Connectedness Average of grades 7,9 & 11 is 60.3% marking Agree or Strongly Agree	HKCA Survey Key Indicator on School Connectedness Average of grades 7,9 & 11 is 51% marking Agree or Strongly Agree	HKCA Survey Key Indicator on School Connectedness Average of grades 7,9 & 11 is 37% marking Agree or Strongly Agree. Data is not reliable because of the lack of participation in the survey.		HKCA Survey Key Indicator on School Connectedness Average of grades 7,9 & 11 is 65.0% marking Agree or Strongly Agree
Priority 6: Local Indicator/Local tool for school climate	HKCA Survey Key Indicator on School perceived safety Average of grades 7,9 & 11 is 64.0% marking Agree or Strongly Agree	HKCA Survey Key Indicator on School perceived safety Average of grades 7,9 & 11 is 50.66% marking Agree or Strongly Agree	HKCA Survey Key Indicator on School perceived safety Average of grades 7,9 & 11 is 41% marking Agree or Strongly Agree Data is not reliable because of the lack of		HKCA Survey Key Indicator on School perceived safety Average of grades 7,9 & 11 is 67.0% marking Agree or Strongly Agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			participation in the survey.		
Priority 6: Local Indicator/Local tool for school climate	Kelvin Pulses show 75% of students in grades 3-12 reported "Favorable" perceptions of feeling supported at school.	Kelvin Pulses show 58% of students in grades 3-12 reported "Favorable" perceptions of feeling supported at school.	Kelvin Pulses show 62% of students in grades 3-12 reported "Favorable" perceptions of feeling supported at school.		Kelvin Pulses show 81% of students in grades 3-12 reported "Favorable" perceptions of feeling supported at school.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	100% of our students have access to nutrition and food services meeting the guidelines of the USDA Healthy, Hungry-Free Kids act of 2010 and SB250	100% of our students have access to nutrition and food services meeting the guidelines of the USDA Healthy, Hungry-Free Kids act of 2010 and SB250	100% of our students have access to nutrition and food services meeting the guidelines of the USDA Healthy, Hungry-Free Kids act of 2010 and SB250		100% of our students have access to nutrition and food services meeting the guidelines of the USDA Healthy, Hungry-Free Kids act of 2010 and SB250
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	100% of our students have access to after school programs including SPARK and after school tutoring.	100% of our students have access to after school programs including SPARK and after school tutoring.	100% of our students have access to after school programs including SPARK and after school tutoring.		100% of our students have access to after school programs including SPARK and after school tutoring.
Priority 6: Local Indicator/Local tool for school climate	CA School Staff Survey Indicator on Student Mental Health: 70% of teachers marked agree or strongly agree that Student depression is a moderate/severe problem.	CA School Staff Survey Indicator on Student Mental Health: 61% of teachers marked agree or strongly agree that Student depression is a moderate/severe problem.	CA School Staff Survey Indicator on Student Mental Health: 53% of teachers marked agree or strongly agree that Student depression is a moderate/severe problem.		CA School Staff Survey Indicator on Student Mental Health: 64% of teachers mark agree or strongly agree that Student depression is a moderate/severe problem.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Building Leadership Capacity	Infuse Leadership Team meetings with SEL strategies (ie: check-ins, mindfulness moments, quotes, reflection)		Yes
2.2	Defining SEL Success	Create/expand profile of a successful student; include in district statement	\$2,653.00	Yes
2.3	Implementing Strategies	Define and implement monthly campaigns across the district, post slogans, reminders at sites.	\$1,553.00	Yes
2.4	Stakeholder Outreach	Define and introduce SEL to stakeholders - staff, parents, students, community partners - through the Orland Collaborative, and other venues.		Yes
2.5	Showcasing Success	Showcase existing successes and champions (“Bright Spots”) through district communications.	\$1,553.10	Yes
2.6	Embedding SEL Instruction	Develop Instructional Playbook with SEL practices crosswalk and defining measurement, implement Professional Development, and supply Prep time		Yes
2.7	Supporting SEL Professional Development	Define what Professional Development is needed, based on site level SEL Implementation Plans. Provide PD as defined.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Analyzing SEL Data	Gather “pre” and “post” data. Analyze data, share results, and plan/implement modifications to current plan.	\$7,500.00	Yes
2.9	Adding caring adults	Create positions and hire additional Counselors, Social Workers, Aides, SEL Coaches, and other SEL related positions to accelerate student coping and pro-social skills in the wake of the COVID Pandemic.	\$1,645,843.00	Yes
2.10	Forward Thinking	Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.)	\$20,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year OUSD was faced with many challenges in implementing many of our student supports and interventions. As we move forward and work through all of the challenges that COVID has produced, we look forward to continuing to support our students social-emotional needs.

Implementation of SEL Curriculum: The school planned to adopt a research-based SEL curriculum for all grade levels. The curriculum included lessons on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This is implemented by the two SEL coaches that the district has hired in recent years.

Teacher Training: A series of professional development workshops were scheduled to train teachers on implementing the SEL curriculum effectively. The training covered techniques for creating a positive classroom environment, facilitating discussions on emotions, and integrating SEL into academic subjects.

Student Workshops: The plan included regular student workshops led by school counselors and external experts. These workshops aimed to provide students with practical tools for managing stress, resolving conflicts, and building healthy relationships.

Parent Engagement: The school intended to involve parents in the SEL initiative through informational sessions and workshops. These sessions would inform parents about the importance of SEL and provide strategies for reinforcing SEL concepts at home.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Due to COVID and distance learning, OUSD saw a decline in overall student achievement and an increase in Social Emotion needs. Throughout the course of the pandemic, District staff have met with parents, students, and staff to discuss issues related to returning to normal operations and improving overall students' Social and emotional well-being.

Curriculum Adaptation: During the implementation, teachers found that some of the SEL curriculum content was too advanced for younger students, while older students needed more challenging material. The curriculum was adjusted to better suit the developmental stages of each grade level, resulting in a more tailored and effective approach.

Teacher Needs Assessment: As the professional development workshops began, teachers expressed varying levels of familiarity with SEL concepts. Some needed more foundational training, while others were ready for more advanced techniques. The training was adjusted to offer different levels of instruction to meet individual teacher needs.

Student Engagement: Student workshops initially met with resistance from some students who perceived them as an additional academic burden. To address this, the school introduced more interactive and hands-on activities, incorporating games, group discussions, and creative projects to make the workshops more engaging and relatable.

Parent Participation: The planned parent sessions had low attendance, indicating a need for a different approach. Instead of traditional in-person workshops, the school decided to share SEL resources through online platforms and send home informative newsletters, which led to increased parental engagement.

Ongoing Assessment: During implementation, it became clear that ongoing assessment of student SEL skills was crucial for gauging progress. The school incorporated regular self-assessment activities where students could reflect on their emotional growth, helping both students and educators track development.

Integration into Curriculum: While the initial plan was to integrate SEL into standalone lessons, teachers found that embedding SEL concepts into existing academic subjects was more effective. This interdisciplinary approach allowed students to see the practical applications of SEL in their daily lives.

In summary, the actual implementation of the school's SEL initiative revealed substantive differences from the initial plan. These differences arose due to the evolving needs and preferences of students, teachers, and parents. The school's flexibility and willingness to adapt led to a more responsive and impactful SEL program, catering to the unique characteristics and challenges of its educational environment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

OUSD will continue to identify student needs and support. We will continue to look at remedies for reducing learning loss, providing a safe and orderly environment, and providing greater support for all Social and emotional needs. Social and Emotional Health; supply additional support and resources immediately, and provide additional SE supports as the pandemic wanes and schools return to normal operations. Tailored Support: Recognizing that students have varying needs, the SEL program will be adapted to offer differentiated support. This might involve additional resources for students who struggle to engage or who need more intensive interventions.

Peer Mentorship: A new action is introduced where older students act as peer mentors for younger students. This mentorship program aims to create stronger connections among students across grade levels and foster a sense of belonging.

Teacher Collaboration: Teachers will engage in regular collaborative discussions to share insights on students' progress, challenges, and successes related to social-emotional growth. This collaboration will inform adjustments to the program's implementation.

Parent Involvement: Based on the reflection that parent engagement was limited, the school will host interactive workshops that showcase the direct benefits of SEL for academic success. The workshops will emphasize practical strategies for parents to support SEL at home.

Integration with Academics: Reflecting on the limited impact on academic success, the school will integrate SEL concepts more explicitly into academic subjects. This integration aims to highlight how social-emotional skills contribute to improved learning outcomes.

Expanded Staff Training: Recognizing the need for a school-wide approach, staff members beyond teachers (such as counselors, administrators, and support staff) will receive training on promoting a sense of belonging and fostering positive student relationships.

Regular Climate Assessments: To measure the impact on school climate, regular climate assessments will be conducted to gather data on students' feelings of safety, engagement, and inclusivity.

By reflecting on the outcomes of the prior year's SEL program, the school made adjustments to its goal, metrics, desired outcomes, and actions for the coming year. The revised approach seeks to address specific challenges and achieve a more holistic and meaningful impact on students' social-emotional development, well-being, and academic success.



A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Increase parent and community partnership through consistent communication to build support and participation for our families, students and community members.

An explanation of why the LEA has developed this goal.

Parent involvement is a key component of student success. OUSD's assessment of the current situation indicates that the district has multiple opportunities to improve in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: Local Indicator/Local tool for school climate Is a supportive and inviting place for students to learn	Is a supportive and inviting place for students to learn Agree or Strongly agree	Is a supportive and inviting place for students to learn: 93% Agree or Strongly agree	Is a supportive and inviting place for students to learn: 92% Agree or Strongly agree		Is a supportive and inviting place for students to learn: 90% or Better will Agree or Strongly agree
Priority 6: Local Indicator/Local tool for school climate	Attendance at District Meetings: 21/22 School Year will be baseline	Due to COVID accurate data is not available. for DELAC Board Meetings School Site Council Meetings Open House Back to School We will collect data in 22-23 school year.	Due to COVID accurate data is not available. for DELAC Board Meetings School Site Council Meetings Open House Back to School We will collect data in 23-24 school year to be able to compare with 22-23.		Attendance at District Meetings will improve yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	<p>Dashboard Parent & Family Engagement self reflection tool from 2019 will be baseline.</p> <p>Item #3 Full Implementation and sustainability</p> <p>Item #1,4,6,7,9,10 Full Implementation</p> <p>Item # 2,5,8,11,12 Initial Implementation</p>	<p>Item #3: Initial Implementation</p> <p>Item #: 1,4,7,9, Full Implementation Item #: 6,10 Initial Implementation,</p> <p>Item # 2 Full Implementation and Sustainability Item #: 5, 8, 12 Initial Implementation, Item #:11Full Implementation</p>	<p>Item #3: Initial Implementation</p> <p>Item #: 1,4,7,9, Full Implementation Item #: 6,10 Initial Implementation,</p> <p>Item # 2 Full Implementation and Sustainability Item #: 5, 8, 12 Initial Implementation, Item #:11Full Implementation</p>		<p>Dashboard Parent & Family Engagement self reflection tool will show movement towards full implementation and sustainability in each category. Those already in FI&S will remain at that level.</p>
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	<p>Parents participating in ELAC, DELAC, School Site Councils and after-school events will be counted and the 21/22 counts used as baseline. Data for unduplicated pupils' parents (ELs, FRPM students, Foster, and Homeless) and Special Education students' parents will be disaggregated.</p>	<p>Due to COVID accurate data is not available. We will collect data in 22-23 school year.</p>	<p>Due to COVID accurate data is not available. We will collect data in 23-24 school year to be able to compare with 22-23.</p>		<p>Parents participating in ELAC, DELAC, School Site Councils and after-school events will increase yearly. Data for unduplicated pupils' parents (ELs, FRPM students, Foster, and Homeless) and Special Education students' parents will be disaggregated.</p>
Priority 3: Local Indicator/Parent	<p>Marketing efforts will be recorded during</p>	<p>District has used the following ways of</p>	<p>District has used the following ways of</p>		<p>Each year marketing efforts will be</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Involvement/Local Evaluation Tool	the 21/22 SY and that information will be used as baseline.	Marking the district: Monthly Newsletter, Social Media, AERIES Communication, Surveys, Community Out Reach, DI recruitment,	Marking the district: Monthly Newsletter, Social Media, AERIES Communication, Surveys, Community Out Reach, DI recruitment,		recorded, and should improve or increase.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Gathering and Assessing Data	All sites will collect and analyze data about parent participation.	\$1,034.00	Yes
3.2	Incentivize parent engagement	All sites and the District will implement ideas for incentivizing parent participation.	\$127,650.00	Yes
3.3	Increasing communication	All sites and the District will increase the number of contacts with parents.	\$4,141.00	Yes
3.4	Parent Engagement	Sites will schedule parent engagements on site.	\$12,500.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Throughout the course of the pandemic, District staff have met with parents, students, and staff to discuss issues related to returning to normal operations. Covid has made this very challenging with the constant changing of state guidance. The district sent out multiple surveys

that focused on school safety, school climate, and vaccinations. Students, parents, and community members were very excited to return to full-time instruction on campus. Having activities back on campus including athletics, music, club events, and parent volunteers. The interest of students and parents continues to grow to pre-pandemic levels.

Open House Events: The school scheduled traditional open house events at the beginning of each semester, inviting parents to meet teachers and learn about the curriculum. The goal was to establish a strong parent-teacher relationship.

Parent-Teacher Conferences: Scheduled biannually, parent-teacher conferences were designed to provide parents with updates on their child's academic progress, behavior, and areas of improvement.

Communication Channels: The school planned to establish regular communication channels such as newsletters, emails, and a dedicated section on the school's website to keep parents informed about school activities, policies, and student achievements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

OUSD has actively engaged both staff and the community throughout the COVID-19 Pandemic. Through a series of surveys, OUSD received feedback from parents on the importance of getting students back in class safely and focusing on the learning loss due to distance learning. Utilizing the District administration meetings and school board meetings, plans have been created, reviewed, and approved. The primary concerns we heard were about learning loss and social needs. We went in and out of Distance Learning, which caused inconsistent learning conditions and confusion from parents.

Open House Events: The school scheduled traditional open house events at the beginning of each semester, inviting parents to meet teachers. We also brought back many of the evening events such as math night, western night, movie nights, and athletic information nights. This led to increased familiarity with teachers, the curriculum, and school policies, enhancing parent-teacher relationships.

Parent-Teacher Conferences: By providing opportunities for in-depth discussions about their child's progress, parents gained a better understanding of their child's academic and social development. These conferences fostered a sense of partnership between parents and teachers in supporting students' growth.

Communication Channels: The interactive communication approach involving online forums and social media groups created a space for parents to ask questions, provide feedback, and share their thoughts. This engagement facilitated a sense of community among parents and enhanced their involvement with the school.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to seek feedback in 2023-24 to support further improvements for safe and continuous in-person learning and address the academic, social-emotional, and mental health needs of our students. In summary, the effectiveness of the specific actions in parent engagement is evident through increased participation, stronger relationships between parents and the school, and a sense of community among parents. The adaptability of the school's approach, coupled with its efforts to create a welcoming and inclusive environment, resulted in more meaningful and impactful parent engagement. These outcomes contribute to a positive and supportive educational ecosystem that benefits both students and their families.

Flexible Engagement Opportunities: Understanding the challenges of varying work schedules, the school will diversify the timing of events, including after-school and weekend activities, to ensure that more parents can attend.

Community Outreach: The school will collaborate with community organizations to reach parents who might not be directly connected to the school. These partnerships can help bridge gaps and engage parents who are more comfortable in community settings.

Tailored Engagement Strategies: Based on insights from the previous year, the school will tailor engagement strategies to the specific needs and preferences of different parent groups. This might involve focusing on different platforms or formats for engagement.

Cultural Awareness Training: Staff members will receive training on cultural sensitivity to better understand the diverse backgrounds of parents. This training will ensure that interactions are respectful and inclusive.

Feedback Mechanisms: The school will actively seek feedback from parents about their engagement experiences. This feedback will guide adjustments to strategies, ensuring that they resonate with the parent community.

Inclusive Event Planning: When planning events, the school will consider factors such as accessibility, cultural considerations, and the needs of working parents, aiming for events that are inclusive and accommodating.

In summary, reflecting on the outcomes of the prior year's parent engagement efforts led the school to adapt and refine its approach for the coming year. By addressing barriers, diversifying strategies, and prioritizing inclusivity, the school aims to create a more robust and effective parent engagement program that meets the needs of all parents and ultimately benefits the students and the entire school community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

An explanation of why the LEA has developed this goal.

In order to avoid "Mission Drift" and ensure clear focus on the three goals identified as most crucial at this time, OUSD will maintain current levels of service and support in these areas. The metrics will be monitored, and any indication of decline will be addressed, but the performance indicators in these areas are generally good, and no modifications to practice are needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	100% of teachers appropriately credentialed and no mis-assignments	100% of teachers appropriately credentialed and no mis-assignments	100% of teachers appropriately credentialed and no mis-assignments		100% of teachers appropriately credentialed and no mis-assignments
Priority 1: Local Indicator/ Instructional materials	Williams Act reports show that all students have access to required instructional materials.	Williams Act reports show that all students have access to required instructional materials. Yes	Williams Act reports show that all students have access to required instructional materials. Yes		Williams Act reports will show that all students have access to required instructional materials.
Priority 1: Local Indicator/ Facilities in good repair	Facility Inspection Tool (FIT) reports show all campuses in the Good category, and the overall score will increase.	Mill Street Good 93.01% Fairview Good 90.48% CK Price Good 92.93% OHS Good 94.69% Alternative Ed Good 94.74% SFRC Good 95.94%	Mill Street Good 94.15% Fairview Good 95.26% CK Price Good 92.47% OHS Good 93.94% Alternative Ed Good 97.43% SFRC Good 95.73%		Facility Inspection Tool (FIT) reports will show all campuses in the Good category, and the overall score will increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Staff surveys rate implementation at a average of 3.6	Staff surveys rate implementation at a average of 3.9	Staff surveys rate implementation at a average of 4.1		Staff surveys rate implementation at 4.5
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	Chronic Absenteeism rate of 7.8%	Chronic Absenteeism rate of 15.8%	Chronic Absenteeism rate of 35.9%		Chronic Absenteeism rate of 6%
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	Graduation Rate 96%	Graduation Rate 92.1%	Graduation Rate 96.3%		Graduation rate at or above 96%
Priority 5: Local Metric/Middle school dropout rate	2 Middle School Dropouts	2 Middle School Dropouts	0 Middle School Dropouts		0 Middle School Dropouts
Priority 5: Local Metric/Student Engagement/High school dropout rate	13 Dropouts in grades 9-12	13 Dropouts in grades 9-12	10 Dropouts in grades 9-12		6 Dropouts in grades 9-12
Priority 5: Local Metric/Student Engagement/School attendance rates	96% Attendance Rate	91% Attendance Rate	94% Attendance Rate		Attendance Rate will be 96% or above
Priority 6: State Indicator/Student Suspension Indicator	3.8% Suspension Rate	4.0% Suspension Rate	7.6% Suspension Rate		Suspension Rate will be 3.8% or below
Priority 6: Local Metric/Expulsion rate	0.25% Expulsion Rate	0.3% Expulsion Rate	0.2% Expulsion Rate		Expulsion Rate will be 0.25% or below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: State Indicator/College/Career Indicator (HS only)	38.6% of students classified as College / Career ready	35% of students classified as College / Career ready	36% of students classified as College / Career ready		College / Career Readiness will be at or above 38.6%
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	iReady Reading Scores Tier 1 20% Tier 2 42% Tier 3 38%	iReady Reading Scores Tier 1 15% Tier 2 41% Tier 3 43%	iReady Reading Scores Tier 1 23% Tier 2 45% Tier 3 32%		iReady Reading Scores Tier 1 26% Tier 2 48% Tier 3 26%
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	iReady Math Scores Tier 1 13% Tier 2 51% Tier 3 35%	iReady Math Scores Tier 1 11% Tier 2 54% Tier 3 35%	iReady Math Scores Tier 1 13% Tier 2 56% Tier 3 31%		iReady Math Scores Tier 1 19% Tier 2 57% Tier 3 24%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Periodic monitoring	All Priority items listed will be monitored periodically, and any significant change addressed through the appropriate channels.	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Ongoing/major Facilities Needs	<p>The District will continue to commit funds for ongoing major maintenance needs.</p> <p>In the absence of State funding for school facilities, now or in the foreseeable future, the District is committed to facility improvements, modernization and new construction to meet the needs of our growing population as well as upgrades to optimize 21st century learning environments for our students. The district is funding facility upgrades through transfers of LCFF/ Supplemental/Concentration funds to Fund 14 for capital outlay.</p>	\$1,275,000.00	Yes
4.3	Ongoing Technology Needs	The District will continue to commit funds for ongoing technology needs. This enables the district to provide one to one chromebooks and a wide array of technology needs for students with additional needs and to address learning loss. This also provides advanced technology to all instructional staff to provide superior instruction to all students including students with additional needs.	\$300,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year OUSD was faced with many challenges in implementing many of our student supports and interventions. As we move forward and work through all of the challenges that COVID has produced, we look forward to supporting our students, staff, and community to regain normality. Due to COVID and distance learning OUSD has seen an increase in Suspensions and Chronic absenteeism.

Student Engagement: Develop extracurricular programs, project-based learning initiatives, and peer mentoring systems to enhance student engagement and motivation.

School Climate: Implement social-emotional learning programs, conflict resolution strategies, and restorative justice practices to create a positive and inclusive school climate.

Parent Involvement: Organize regular workshops, open houses, and community events to encourage active parent involvement in their child's education and school activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

A large portion of the year was consumed with dealing with health issues and the continuous changing of state regulations. This caused attendance to fall well below the pre-pandemic numbers and increased student discipline. The state regulations caused many challenges for our students, staff, and community members. This makes it very hard to measure the data and know if it is reliable.

Data Analysis: While data analysis revealed groups with high absenteeism and suspension rates, the school realized that there were underlying causes that the data didn't capture.

Early Intervention: The early warning system proved effective, but students' reasons for absenteeism were complex and varied. The school expanded interventions to include academic, socio-economic, and mental health support based on individual student needs.

Positive School Climate: The planned positive school climate initiatives faced resistance from students and staff who were accustomed to punitive discipline. The actual implementation required ongoing education and collaboration among teachers, students, and parents to shift mindsets and practices.

Parent Engagement: The school introduced online resources and webinars to accommodate working parents and provide information at their convenience.

Alternative Discipline Strategies: The planned alternative strategies faced challenges in addressing severe behavioral issues. The school partnered with external experts to provide specialized support and counseling for students with more complex needs.

Mental Health Services: Recognizing that underlying mental health issues contributed to absenteeism and behavior problems, the school introduced on-site counseling services and support groups to address these concerns directly.

Restorative Practices: Restorative justice practices had varying success depending on the context and severity of incidents. The school refined the approach to ensure that consequences were fair, consistent, and meaningful to students.

In summary, the actual implementation of actions addressing chronic absenteeism and suspension rates revealed substantive differences from the initial plan. These differences arose from the school's responsiveness to the nuanced and multifaceted nature of the challenges. The school's willingness to adjust strategies, expand support services, and foster collaboration among stakeholders contributed to a more holistic and effective approach to reducing chronic absenteeism and suspension rates while promoting a positive and inclusive school environment.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Student Engagement: The planned project-based learning initiatives faced initial resistance from students who were unfamiliar with this approach. The school adjusted the implementation by gradually introducing project-based learning and offering ample support to build students' comfort and confidence.

Root Cause Analysis: The school will conduct a comprehensive analysis to identify systemic factors contributing to absenteeism and suspension disparities, such as cultural biases, disciplinary policies, and socioeconomic challenges.

Student Voice: Recognizing the importance of student perspectives, the school will involve students in discussions and decision-making processes related to attendance, discipline, and school climate improvements.

Equity Training: Staff will receive training on cultural competency, equity, and implicit bias. This training will guide educators in understanding and addressing disparities in disciplinary actions and attendance.

Multi-Tiered Interventions: Building on the previous year's interventions, the school will implement a multi-tiered approach that includes targeted support for at-risk students, mental health services, and family engagement programs.

Collaboration with Support Agencies: The school will collaborate with community organizations, mental health providers, and social services to provide holistic support for students facing external challenges.

Professional Learning Communities: Teachers will engage in Professional Learning Communities (PLCs) to share strategies, discuss challenges, and collectively develop approaches to reducing absenteeism and suspensions.

Culturally Relevant Interventions: Recognizing that a one-size-fits-all approach may not work, the school will develop interventions that are relevant and sensitive to the needs of different student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
8,450,877	1,093,698

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.97%	0.00%	\$0.00	35.97%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The needs of Foster and Homeless Youth (FHY), English Learners (ELs), and Low-Income students (LI) are always a top priority for OUSD. Because the vast majority of our students fall into one of these categories (known collectively as the “unduplicated” pupils), the needs of those students are the foundation of every improvement discussion.

Goal #1 Action #1 Systemic Data Analysis: Grade level and content area teams will meet to determine which data to use for evaluating student learning loss.

- The data for EL, FHY, and LI students will be aggregated with overall data. The grade level and content area teams will ensure that FHY, ELs and LIS are all flagged in the data system to allow quick visualization of any patterns or trends among these groups.

Goal #1 Action #2 Using Data to Improve Instruction:

Grade level and content area teams will use data to make appropriate modifications to interventions, curriculum maps and instructional calendars.

- Every modification will include consideration of the ELs, FHY and LI students’ needs. Patterns within and between groups will also be used to formulate interventions specific to the needs of the group(s).

Goal #1 Action #3 Assessing Grading Practices:

Continue Professional Development and discussions about grading with the target of revising grading practices where needed, to reflect best practices based on current research about grades/grading.

- Poor grading practices skew scores disproportionately against the EL, FHY, and LI students performance. By improving practices, these groups will see a more accurate and fair picture of what learning the student can demonstrate.

Goal #1 Action #4 Adding caring adults:

Create positions and hire teachers, and aides, and other instructional positions, to support students as they recover from the effects of the pandemic and return to normal school routines; including before, during and after school student support opportunities.

- More caring adults means more support particularly for our EL, FHY, and LI populations. The specific interventions selected will be customized to fit the needs of these groups as revealed by the disaggregated data.

Goal #1 Action #5 Professional Development

Identify professional development related to instructional best-practices and implement.

- The district is taking a “rising tide” approach to improving services to EL, FHY, and LI students. Quality first instruction is show to improve outcomes and learning for these populations as a rate higher than that of other groups. By focusing on teaching teachers how to improve instructions, sub-groups will see greater benefits.

Goal #1 Action #6 Forward Thinking:

Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.)

- EL, FHY and LI students will be a focus of these discussions and planning efforts.

Goal #1 Action #7 Continuing the Work: Site and District level teams will continue their work related to instructional improvement.

- As detailed in the prior LCAP, the district is already implementing programs specifically designed to support unduplicated pupils. The work of the site foster liaisons, district social workers, counselors, etc. will continue to grow services and supports.

Goal #2 Action #1 Building Leadership Capacity:

Infuse Leadership Team meetings with SEL strategies (ie: check-ins, mindfulness moments, quotes, reflection)

- As leaders model SEL strategies, the staff will have concrete demonstrations of the importance of this work, and how best to implement SEL in practice. This expands services to unduplicated pupils in that their SEL needs tend to be the most severe within our schools. Increasing SEL awareness and implementation results in a better overall atmosphere and culture of inclusion.

Goal #2 Action #2 Defining SEL Success:

Create / expand profile of a successful student; include in district statement.

- This work must be sensitive to the needs and challenges of the unduplicated pupils. The profile will be screened for unconscious bias and developed in a way that includes consideration of the specific needs and challenges faced by EL, FHY, and LI students.

Goal #2 Action #3 Implementing Strategies:

Define and implement monthly campaigns across the district, post slogans, reminders at sites.

- Here again, the rising tide will lift the unduplicated students furthest. These campaigns will disproportionately benefit students who have challenges.

Goal #2 Action #4 Stakeholder Outreach:

Define and introduce SEL to stakeholders - staff, parents, students, community partners - through the Orland Collaborative, and other venues.

- The focus here is to expand the supports, which support mostly unduplicated pupils, to the entire community. Students in these sub-groups will experience support outside the school grounds which will help them perform better in school.

Goal #2 Action #5 Showcasing Success:

Showcase existing successes and champions (“Bright Spots”) through district communications.

- Our unduplicated pupils tend to see less positive reinforcement than their peers. The showcasing will include consideration of the growth by EL, FHY, and LI students, and particularly focus on their successes.

Goal #2 Action #6 Embedding SEL Instruction:

Develop Instructional Playbook with SEL practices crosswalk and defining measurement, implement Professional Development, and supply Prep time

- Here again, the practices developed must be particularly sensitive to the needs and challenges of the unduplicated pupils. The profile will be screened for unconscious bias and developed in a way that includes consideration of the specific needs and challenges faced by EL, FHY, and LI students.

Goal #2 Action #7 Supporting SEL Professional Development:

Define what Professional Development is needed, based on site level SEL Implementation Plans. Provide PD as defined.

- The district is taking a “rising tide” approach to improving services to EL, FHY, and LI students. Quality SEL implementation will improve outcomes and learning for these populations as a rate higher than that of other groups. By focusing on teaching teachers how to improve instructions, sub-groups will see greater benefits.

Goal #2 Action #8 Analyzing SEL Data:

Gather “pre” and “post” data. Analyze data, share results, and plan/implement modifications to current plan.

- The data for ELs, FHY, and LI students will be aggregated with overall data. The grade level and content area teams will ensure that SEL data for FHY, ELs and LIS is flagged in the data system to allow quick visualization of any patterns or trends among these groups.

Goal #2 Action #9 Adding caring adults:

Create positions and hire additional Counselors, Social Workers, Aides, SEL Coaches, and other SEL related positions to accelerate student coping and pro-social skills in the wake of the COVID Pandemic.

- More caring adults means more support particularly for our EL, FHY, and LI populations. The specific interventions selected will be customized to fit the needs of these groups as revealed by the disaggregated data.

Goal #2 Action #10 Forward Thinking:

Identify topics or issues to be addressed in years two and three of this plan, and begin discussions of needed Professional Development and other supports (release time, planning time, etc.)

- The district is taking a “rising tide” approach to improving services to EL, FHY, and LI students. Planning to improve outcomes and learning for these populations will “lift their boats” at a rate higher than that of other groups. By focusing on teaching teachers how to improve SEL instruction, sub-groups will see greater benefits.

Goal #3 Action #1 Gathering and Assessing Data

All sites will collect and analyze data about parent participation.

- The data for ELs, FHY, and LI students will be aggregated with overall data. The grade level and content area teams will ensure that FHY, EL and LIS are all flagged in the data system to allow quick visualization of any patterns or trends among parent / guardian participation in these groups.

Goal #3 Action #2 Incentivize parent engagement:

All sites and the District will implement ideas for incentivizing parent participation.

- All EL, FHY, and LI students’ families or guardians will receive priority for incentives.

Goal #3 Action #3 Increasing communication:

All sites and the District will increase the number of contacts with parents.

- Increasing communication to parents and guardians will disproportionately improve outcomes for EL, FHY, and LI students. Increasing parent participation at a rate higher than that of other groups will have an effect size much greater for these unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Supplemental and concentration grant funds will support the three overarching Orland Unified School District's LCAP goals.

Supplemental, Concentration and other district funds will be used to:

Provide targeted and intensive support for struggling students, including but not limited to foster youth, EL students, and low income students (See adding caring adults items)

Provide more social-emotional, mental health counseling & support for students, including but not limited to foster youth, EL students and low-income students (Expansion of the Student Support Division, additional Psychologists, District Social Workers, and targeted oversight and coordination by the Director of Student Services)

Expand opportunities for Independent Study and Alternative High School students through the use of the Accellus program offer a broader range of class options.

Expand opportunities for students and parents K-12 to connect to their school and increase engagement both inside and during co-curricular activities.

Expand the support system for Foster Youth (District Social Worker)

Increase support for EL, FHY, and IL students by increasing the number of SEL coaches and intervention teachers.

Create smaller class sizes K-3

Technology investments to create a one-to-one device classroom for all students and hot spots for students who need connectivity.

Provide expanded learning options for students (additional after-school program slots, expanded enrichment opportunities and academic support)

In our unwavering commitment to equitable education, we are thrilled to share how we are amplifying our efforts to better serve three crucial student groups: foster youth, English learners, and low-income students. Our comprehensive plan is designed not just to meet, but to exceed the 35.97% increase, ensuring that these students receive the support and opportunities they rightfully deserve.

1. Foster Youth Services Enhancement:

We recognize the unique challenges faced by foster youth, from instability in living arrangements to emotional well-being concerns. To address this, we are increasing our targeted services such as:

Dedicated social workers provide personalized support.

Specialized academic counseling and tutoring to bridge any learning gaps.

Collaborative initiatives with community partners for smoother transitions.

2. Elevating English Learner Support:

English learners bring diversity and richness to our learning environment. To ensure their success, we're bolstering our efforts by focusing on:

- Expanded language acquisition programs tailored to individual needs.
- Additional professional development for teachers to implement effective teaching strategies.
- Culturally sensitive resources that promote self-confidence and academic growth.

3. Transforming Low-Income Student Assistance:

We understand that financial barriers should not limit a student's potential. Therefore, we're dedicating resources to:

- Providing essential school supplies, nutritious meals, and transportation.
- Creating after-school programs that offer both academic support and enriching activities.
- Offering college and career readiness workshops that pave the way to brighter futures.

Our Holistic Approach

Our commitment goes beyond percentages; it's about creating environments where every student thrives. We are implementing comprehensive strategies that involve:

- Early intervention programs identify and address challenges before they escalate.
- Family engagement initiatives that build a strong support network for students.
- Collaborations with mental health professionals to provide emotional well-being services.

Measuring Success and Staying Accountable

We understand that progress must be quantifiable. Regular assessments, tracking academic improvements, and gathering feedback from students, parents, and educators will guide our ongoing efforts. This data-driven approach ensures that our commitment remains steadfast and impactful.

Together, as a community, we are rewriting the narrative for foster youth, English learners, and low-income students. This is not just a numerical increase, but a pledge to empower every student, equipping them with the tools to excel and become the architects of their own success.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District has added 1.0 FTE principal at North Valley High School to add extra support for students with high concentration needs. We have also added 1.0 FTE for school psychologist. Bringing in additional speech interns to work with students. Extra duty for all teams - Math, DSLT, SEL, EL Taskforce, Writing, Delac/Elac, K-6 Vertical DI - to work together to add additional supports to high concentration students in the classroom. Coaches, intervention and resource staffing working one on one with these students. We have added a discovery classroom at Mill street, Fairview and CK Price to help significantly increase the number of staff providing direct services, thereby fostering an environment of support, growth, and opportunity.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1-17.43
Staff-to-student ratio of certificated staff providing direct services to students		1-17.03

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,978,805.10	\$24,170.00	\$12,425.00	\$314,680.00	\$8,330,080.10	\$6,301,889.00	\$2,028,191.10

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Systemic Data Analysis	English Learners Foster Youth Low Income	\$67,110.00				\$67,110.00
1	1.2	Using Data to Improve Instruction	English Learners Foster Youth Low Income					
1	1.3	Assessing Grading Practices	English Learners Foster Youth Low Income	\$219,104.00				\$219,104.00
1	1.4	Adding caring adults	English Learners Foster Youth Low Income	\$4,327,246.00				\$4,327,246.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	\$74,433.00		\$12,425.00	\$50,735.00	\$137,593.00
1	1.6	Forward Thinking	English Learners Foster Youth Low Income					
1	1.7	Continuing the Work	English Learners Foster Youth Low Income	\$94,600.00				\$94,600.00
2	2.1	Building Leadership Capacity	English Learners Foster Youth Low Income					
2	2.2	Defining SEL Success	English Learners Foster Youth	\$1,035.00	\$1,618.00			\$2,653.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.3	Implementing Strategies	English Learners Foster Youth Low Income	\$1,035.00			\$518.00	\$1,553.00
2	2.4	Stakeholder Outreach	English Learners Foster Youth Low Income					
2	2.5	Showcasing Success	English Learners Foster Youth Low Income	\$1,553.10				\$1,553.10
2	2.6	Embedding SEL Instruction	English Learners Foster Youth Low Income					
2	2.7	Supporting SEL Professional Development	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.8	Analyzing SEL Data	English Learners Foster Youth Low Income		\$1,000.00		\$6,500.00	\$7,500.00
2	2.9	Adding caring adults	English Learners Foster Youth Low Income	\$1,388,916.00			\$256,927.00	\$1,645,843.00
2	2.10	Forward Thinking	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
3	3.1	Gathering and Assessing Data	English Learners Foster Youth Low Income	\$517.00	\$517.00			\$1,034.00
3	3.2	Incentivize parent engagement	English Learners Foster Youth Low Income	\$127,650.00				\$127,650.00
3	3.3	Increasing communication	English Learners Foster Youth Low Income	\$3,106.00	\$1,035.00			\$4,141.00
3	3.4	Parent Engagement	English Learners Foster Youth Low Income	\$12,500.00				\$12,500.00
4	4.1	Periodic monitoring	All	\$55,000.00	\$20,000.00			\$75,000.00
4	4.2	Ongoing/major Facilities Needs	English Learners Foster Youth	\$1,275,000.00				\$1,275,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
4	4.3	Ongoing Technology Needs	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,491,538	8,450,877	35.97%	0.00%	35.97%	\$7,923,805.10	0.00%	33.73 %	Total:	\$7,923,805.10
								LEA-wide Total:	\$7,923,805.10
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Systemic Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,110.00	
1	1.2	Using Data to Improve Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Assessing Grading Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$219,104.00	
1	1.4	Adding caring adults	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,327,246.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,433.00	
1	1.6	Forward Thinking	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Continuing the Work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,600.00	
2	2.1	Building Leadership Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Defining SEL Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,035.00	
2	2.3	Implementing Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,035.00	
2	2.4	Stakeholder Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Showcasing Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,553.10	
2	2.6	Embedding SEL Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.7	Supporting SEL Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
2	2.8	Analyzing SEL Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	Adding caring adults	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,388,916.00	
2	2.10	Forward Thinking	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.1	Gathering and Assessing Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$517.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Incentivize parent engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,650.00	
3	3.3	Increasing communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,106.00	
3	3.4	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	
4	4.2	Ongoing/major Facilities Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,275,000.00	
4	4.3	Ongoing Technology Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,709,360.00	\$7,709,360.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Systemic Data Analysis	Yes	\$67,110.00	67110
1	1.2	Using Data to Improve Instruction	Yes		
1	1.3	Assessing Grading Practices	Yes	\$212,098.00	212098
1	1.4	Adding caring adults	Yes	\$3,935,035.00	3935035
1	1.5	Professional Development	Yes	\$133,396.00	133396
1	1.6	Forward Thinking	Yes		
1	1.7	Continuing the Work	Yes	\$86,000.00	86,000
2	2.1	Building Leadership Capacity	Yes		
2	2.2	Defining SEL Success	Yes	\$2,500.00	2500.00
2	2.3	Implementing Strategies	Yes	\$1,500.00	1500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Stakeholder Outreach	Yes		
2	2.5	Showcasing Success	Yes	\$1,500.00	1500.00
2	2.6	Embedding SEL Instruction	Yes		
2	2.7	Supporting SEL Professional Development	Yes	\$10,000.00	10,000
2	2.8	Analyzing SEL Data	Yes	\$7,500.00	7,500
2	2.9	Adding caring adults	Yes	\$1,496,221.00	1496221
2	2.10	Forward Thinking	Yes	\$20,000.00	20,000
3	3.1	Gathering and Assessing Data	Yes	\$1,000.00	1000
3	3.2	Incentivize parent engagement	Yes	\$119,000.00	119000
3	3.3	Increasing communication	Yes	\$4,000.00	4000
3	3.4	Parent Engagement	Yes	\$12,500.00	12500
4	4.1	Periodic monitoring	Yes	50000	50000
4	4.2	Ongoing/major Facilities Needs	Yes	\$1,250,000.00	1250000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Ongoing Technology Needs	Yes	\$300,000.00	300,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8021297	\$7,403,790.00	\$8,021,297.00	(\$617,507.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Systemic Data Analysis	Yes	\$67,110.00	67110		
1	1.2	Using Data to Improve Instruction	Yes				
1	1.3	Assessing Grading Practices	Yes	\$212,098.00	203994.00		
1	1.4	Adding caring adults	Yes	\$3,935,035.00	4235035.00		
1	1.5	Professional Development	Yes	\$72,396.00	73000		
1	1.6	Forward Thinking	Yes				
1	1.7	Continuing the Work	Yes	\$86,000.00	86000		
2	2.1	Building Leadership Capacity	Yes				
2	2.2	Defining SEL Success	Yes	\$1,000.00	1000		
2	2.3	Implementing Strategies	Yes	\$1,000.00	1000		
2	2.4	Stakeholder Outreach	Yes				
2	2.5	Showcasing Success	Yes	\$1,500.00	1500		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Embedding SEL Instruction	Yes				
2	2.7	Supporting SEL Professional Development	Yes	\$10,000.00	10000		
2	2.8	Analyzing SEL Data	Yes		7500		
2	2.9	Adding caring adults	Yes	\$1,262,651.00	1580158		
2	2.10	Forward Thinking	Yes	\$20,000.00	20000		
3	3.1	Gathering and Assessing Data	Yes	\$500.00	500		
3	3.2	Incentivize parent engagement	Yes	\$119,000.00	119000		
3	3.3	Increasing communication	Yes	\$3,000.00	3000		
3	3.4	Parent Engagement	Yes	\$12,500.00	12500		
4	4.1	Periodic monitoring	Yes	\$50,000.00	50000		
4	4.2	Ongoing/major Facilities Needs	Yes	\$1,250,000.00	1,250,000.00		
4	4.3	Ongoing Technology Needs	Yes	\$300,000.00	300000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,245,994	8021297	0.00%	36.06%	\$8,021,297.00	0.00%	36.06%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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