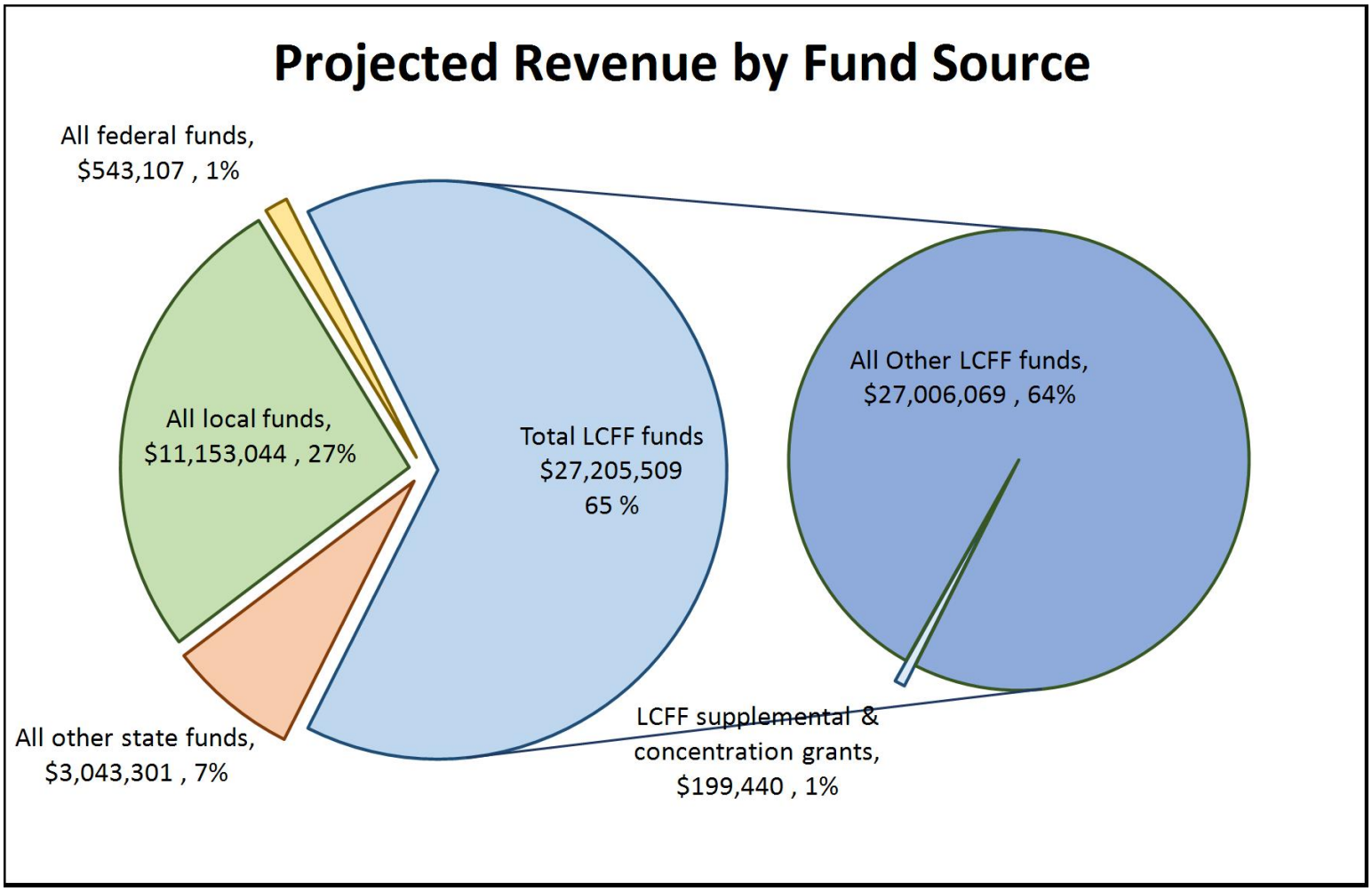
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orinda Union Elementary School District
CDS Code: 07-61770-0000000
School Year: 2023-24
LEA contact information:
Aida Glimme
Superintendent
aglimme@orinda.k12.ca.us
9252586201

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

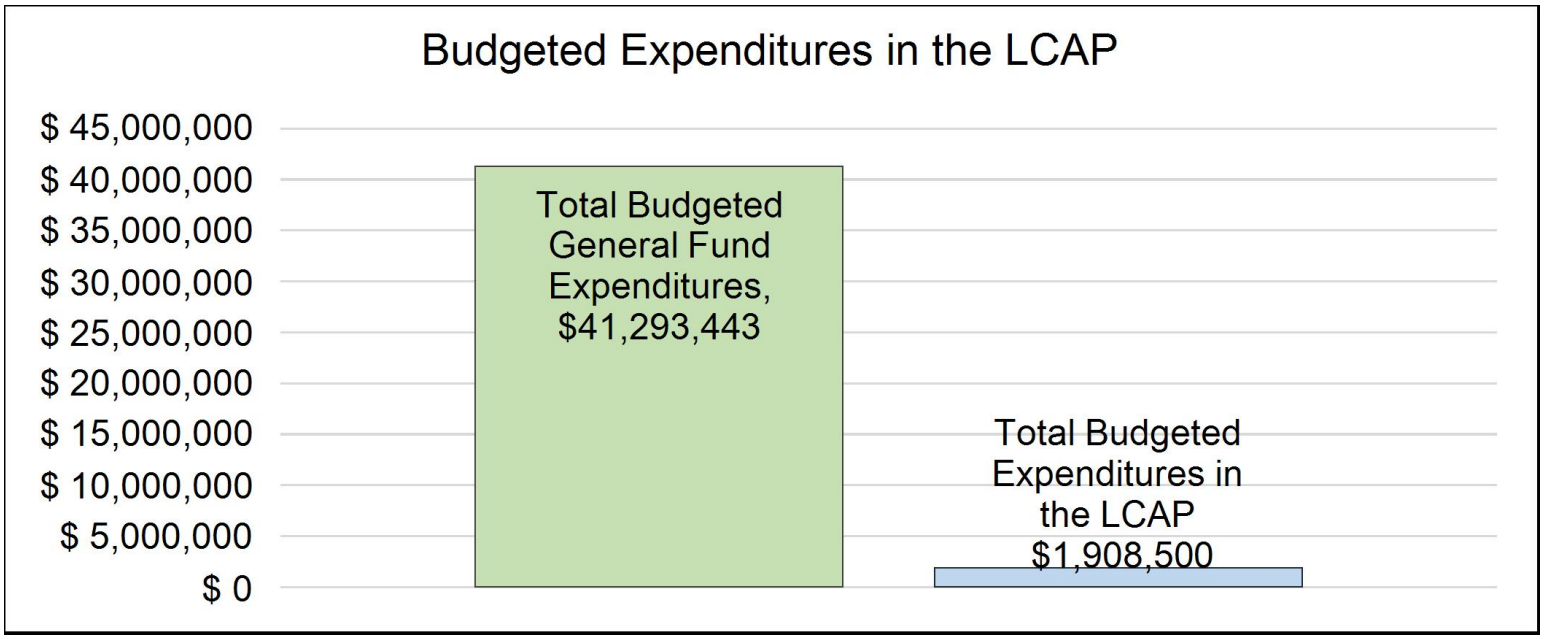


This chart shows the total general purpose revenue Orinda Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orinda Union Elementary School District is $41,944,961, of which $27,205,509 is Local Control Funding Formula (LCFF), $3,043,301 is other state funds, $11,153,044 is local funds, and $543,107 is federal funds. Of the $27,205,509 in LCFF Funds, $199,440 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 Orinda Union Elementary 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: Orinda Union Elementary School District plans to spend $41,293,443 for the 2023-24 school year. Of that amount, $$1,908,500 is tied to actions/services in the LCAP and $39,384,943 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Orinda Union Elementary School District plans to spend $42,020,283 for the 2023-24 school year. Of that amount, $1,908,500 is tied to actions/services in the LCAP and $40,111,783 is not included in the LCAP.

Most of the expenses within the General Fund consist of salaries and benefits needed to fulfill the educational comprehensive educational programming of Orinda students. In addition to the staff, expenditures include building maintenance and operations, health and safety, custodial services, transportation and more.

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

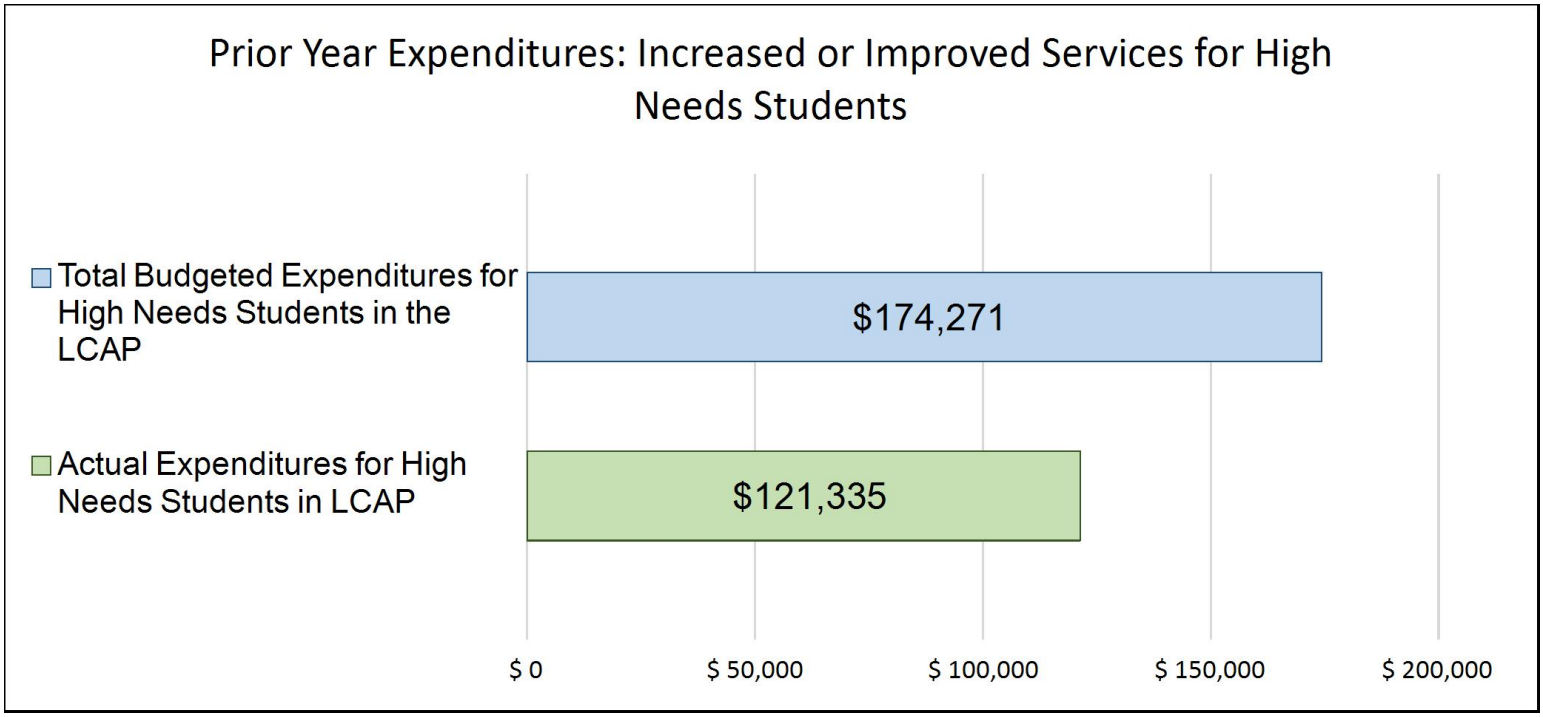
In 2023-24, Orinda Union Elementary School District is projecting it will receive $199,440 based on the enrollment of foster youth, English learner, and low-income students. Orinda Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orinda Union Elementary School District plans to spend $$461,000 towards meeting this requirement, as described in the LCAP.

In 2023-24, Orinda Union Elementary School District is projecting to receive $199,440 in supplemental LCFF

funding based on the enrollment of foster youth, English learner, and low-income students. OSUD plans to spend the funds 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 Orinda Union Elementary 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 Orinda Union Elementary 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, Orinda Union Elementary School District's LCAP budgeted $174,271 for planned actions to increase or improve services for high needs students. Orinda Union Elementary School District actually spent $121,335 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-52,936 had the following impact on Orinda Union Elementary School District’s ability to increase or improve services for high needs students:

Personnel costs for an English Learner teacher were lower than budget. Services were not impacted.

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
Orinda Union Elementary School District	Aida Glimme Superintendent	aglimme@orinda.k12.ca.us 9252586201

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.

Orinda Union School District is an elementary school district that strives to be a “learning community that inspires, engages, and supports all students.” The District is considered one of the highest-performing districts in California. Orinda USD has four elementary schools serving grades TK through grade 5 and one middle school with grades six through eight. The District partners with one high school district.

Orinda USD serves 2,516 students enrolled in grades TK through grade eight. The District is currently experiencing as well as projecting a future increase in student enrollment. The student population is becoming increasingly diverse, representing many ethnicities, with the majority of students, 56% identifying as white, 18% as Asian, 8% as Hispanic/Latino, 14% as Two or More Races, 1% as African American, and 1% as Filipino.

The 2022-23 count of unduplicated students considered foster youth, English learners, or those who qualify for free and reduced-price meals is 3.8%.

Orinda USD students achieve at high levels as measured by state testing on the Smarter Balanced Assessments of the California Assessment of Student Progress and Performance. In 2022, 87.3% and 78.11% of students exceeded or met ELA/Literacy and Mathematics standards, respectively.

Based on the California Healthy Kids Survey, the school climate is healthy, and students are engaged and feel connected to their schools. The survey demonstrated an increase in mental health challenges and the need for ongoing wellness support.

Orinda USD employs over 300 dedicated teachers, support staff, and administrators who support students. The District offers excellent working conditions, a competitive salary schedule, and professional development opportunities that have enabled the District to maintain high-quality staff.

Parents and the Orinda community are actively engaged with the District. Parents contribute significant hours by volunteering in the classroom, at lunch, on field trips, and organizing community-building events. Parent Clubs at each school's site and the ONE Orinda Foundation fundraise significant funds to supplement the low funding provided by the State. Parents' donations contribute to approximately 11% of the District's annual revenue. The community is supportive of the District, and community members have demonstrated the support by passing local Parcel Taxes and, recently, two facility improvement bonds.

During the 2021-22 school year, District went through a strategic planning process, to develop a cohesive plan that includes a revised Mission Statement and Strategic Directions. The newly revised Strategic Directions will provide an overarching guide and focus for the revised LCAP and Single Site Plans.

The Local Control Accountability Plan (LCAP) is considered to be a living document outlining the goals, actions, services, measurable outcomes, and budgeted expenditures and will further define the District's Strategic Directions.

As a TK-8 elementary school district, the following Priorities do not apply: Priority 4B - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate.

Reflections: Successes

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

The California Dashboard was released in the Fall of 2022, highlighting the assessment results from the 2021-22 school year. The highlights of Orinda USD successes are demonstrated based on the 2022 California Dashboard, 2022 administration of the California Healthy Kids Survey, local 2022-23 data, and the 2023 LCAP survey.

California Dashboard (2022)

The 2022 California Dashboard displayed the most recent available data (Status) based on the Spring 2022 CAASPP testing. Traditionally, Ca Dashboard displays Status and Change (progress from year to year) however, due to the COVID-19 Pandemic, Dashboard was suspended during the 2020 and 2021 school years, and data was not available.

Following are OUSD highlights as noted in the 2022 Dashboard:

Chronic Absenteeism - OUSD students are maintaining a Low Level of Chronic Absenteeism (4%).
Suspension Rate - OUSD students are maintaining a Very Low level of Suspension Rates (0.4%)
Academic Performance - Students are performing at Very High levels, with 87.3% of students meeting or exceeding standards in English Langauge Arts and 78.1% of students meeting or exceeding standards in Math.
English Learner Progress - 71.4% of English learners are making progress toward English language proficiency.

Local Assessments

All Orinda USD students are assessed utilizing the Fountas and Pinnell (F&P) assessment to determine the percent of students at designated reading levels. Students are also assessed in writing as well as math understanding. Based on the local assessments administered at the start of the 2022-23 school year, 83% of Orinda USD students demonstrated reading at grade level and demonstrated high levels on writing assessments.

Social Emotional Wellbeing/Healthy Kids Survey

Based on the California Healthy Kids Survey administered in November of 2022, Orinda USD students demonstrate high levels of school connectedness with 82% of elementary school students and 68% of middle school students reporting feeling connected to their school. Additionally, 91% and 68% of elementary and middle school students, respectively, feel safe in their schools.

2023 LCAP Survey

The LCAP Survey was administered to all parents and staff members in the District. The survey focused on questions related to the four LCAP goals. 72% of the parents report have a Very Good or Excellent impression of the District. 94.6% of parents report being informed or highly informed about District related issues and 95% report feeling encouraged to become involved with the school.

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 California Dashboard was released in the Fall of 2022, highlighting the assessment results from the 2021-22 school year. Orinda USD staff has utilized the 2022 California Dashboard, 2022 administration of the California Healthy Kids Survey, and the 2023 LCAP survey to identify achievement gaps, areas of need, and student groups that require additional support.

California Dashboard (2022)

Chronic Absenteeism - While OUSD students are maintaining a Low Level of Chronic Absenteeism (4%), students in the following groups were identified as having higher chronic absentee rates:

- English Learners (High - 14.7%)
- Socioeconomically Disadvantaged (High - 13.3%)
- Students with Disabilities (Medium - 8.1%)

Academic Performance - While all students were identified as performing at Very High levels, students with disabilities were noted as performing at High levels with 58.7% of students meeting or exceeding standards in English Langauge Arts and 40.1% of students meeting or exceeding standards in Math.

Based on the CAASPP data, 2022 Smarter Balanced Assessment scores show relatively flat ELA scores and a small decline in math and

science scores. An ongoing achievement gap is seen amongst groups of students.

Social Emotional Wellbeing

The California Healthy Kids Survey administered in November 2022 showed that 35% of 5th graders had mean rumors spread about them and 18% were cyberbullied. 16% of all 5th-grade students in Orinda elementary schools feel frequent sadness, an increase from 8% in the prior year. While 68% of 7th graders feel safe at school, the percent represents a decline from 77% reported in the prior year. 37% of 7th graders report experiencing bullying or harassment and 27% report being cyberbullied. 7% of surveyed 7th graders demonstrated suicidal ideation.

LCAP Highlights

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

The Orinda 2021-24 LCAP was originally developed as it was informed by the 2017 Orinda USD Strategic Plan and based on data available at the time. During the 2021-22 LCAP update, the LCAP was reviewed and revised to not only address the ongoing challenges that have been identified in the original LCAP, but to additionally address the new challenges presented by the COVID pandemic, a year of distance learning, continuous changes in educational programs, isolation, and the ongoing uncertainty.

During the 2021-22 school year, the District has gone through a year-long Strategic Planning process during which academic achievement, enrollment, and social-emotional data had been thoroughly examined. Additionally, the District examined staffing; staff support as well District stewardship of resources, relationships with parents and community. As a result of this process the following revised Mission Statement and Strategic Directions were developed as the overarching goals for the District.

Mission Statement

Orinda Union School District
A Learning Community that Inspires, Engages, and Supports ALL Students.

Strategic Directions

Student-Centered Learning

Engage in innovative, challenging curriculum, with differentiation and support, inspiring students to demonstrate curiosity and academic growth.

Community of Belonging
Cultivate a community of support and belonging, where all students, staff and families are included, connected and actively engaged.

Dedicated Staff
Recruit and retain highly- skilled, dedicated staff and ensure a culture of collaboration, support, and meaningful professional development.

Financial Stability
Improve and sustain the District's financial stability through thoughtful stewardship, accountability, and community partnership.
The LCAP's goals, actions steps and allocated resources will support the implementation of the larger Strategic Directions.

The District's efforts will be framed around four goals to address student learning and academic achievement, social and emotional wellbeing including wellness, access and equity efforts, recruitment and retention of highly qualified staff, and stewardship of our resources including our fiscal responsibility and facility management.

During the 2023-24 LCAP development process, the goals, metrics, and actions items established during the 2022-23 process were kept mainly unchanged.

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.

None of the Orinda USD schools have been identified for comprehensive support and improvement.

Support for Identified Schools

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

Does not apply to Orinda USD.

Monitoring and Evaluating Effectiveness

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

Does not apply to Orinda USD.

Engaging Educational Partners

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

The 2021-24 LCAP was initially developed with the feedback obtained during the 2020-21 school year. At that time staff examined various evidence and data and engaged a wide range of educational partners. At the time of initial LCAP development LCAP parent and staff feedback surveys were administered and information gathered was utilized to develop goals and action steps. Staff engaged the following groups to gather focused feedback:

- Parents of English learners
- 8th Grade Leadership Students
- TK-5 Parents
- Grade 6 - 8 Parents
- All staff members
- Members of the Orinda Education Association (OEA) and California School Employees Association (CSEA)
- District Coordinating Council (District and Parent Club Leadership)
- District Leadership Team (District Administration, Principals and Associate Principals)

The 2021-22 LCAP was revised with significant learning community feedback gathered during the revision of the strategic directions, district goals and priorities. 2021-22 input session included surveys and focus group meetings to obtain feedback related to district goals and actions:

During the 2022-23 school year, and the revision of the strategic directions, district goals and resulting actions and allocation of resources, significant input was gathered that has contributed to the revision of the Orinda USD LCAP.

- Curriculum council (teacher leaders)
- Classified staff
- Administrative leadership team
- Districtwide Equity and Inclusion Parent group
- Coordinating Council (parent leadership group)
- Board of Trustees
- Parents of English learners
- City of Orinda leadership

LCAP survey was administered to all staff and parents to gather input relating to the 2022-23 LCAP. Input included questions specific to the four LCAP goals.

SELPA Administrator Consultancy

The Contra Costa County Special Education Local Plan Area Executive Director presented LCAP strategies to support students with disabilities, and such strategies were incorporated into the LCAP.
Orinda USD has a parent group of students with disabilities called POISE. Members of the POISE attended an input meeting and provides ongoing input throughout the year.

Alignment with District and School Plans

The LCAP was revised to align with the newly revised Mission Statement and Strategic Directions. The LCAP goals are fully aligned with those of the Strategic Directions. The LCAP and Strategic Directions serve as a guide for Single Site Plans, Technology Plans, and budget developments to ensure a cohesive districtwide plan.

Posting and Public Hearing

The 2021-24 LCAP and Annual Update for Developing the 2023-24 LCAP was posted on the District and school websites and local newspapers in May. Public hearing is being held on June 5, 2023.

Public Response
To be completed after the public hearing

Board Approval
To be completed following Board Approval.

A summary of the feedback provided by specific educational partners.

Learning community feedback shows ongoing priority on maintaining focus on high academics while providing appropriate and targeted support for student groups to address the identified achievement gaps. As in prior years, the community input also focused on the ongoing and increased mental health and wellness available support systems at all schools.

Significant input was noted relating to the need to have a stable and dedicated educator workforce and therefore a need to have a stable fiscal budget. Additionally, while positive improvements to the school facilities were noted, input also demonstrated a need to provide additional support to district facilities.

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

All LCAP goals were developed based on significant input from the educational partners during the development of the Strategic Priorities and the 2022-23 LCAP. Data continues to be analyzed and monitored throughout the year and shared with various educational partners at meetings and through other district communication channels. Strategic Priorities, LCAP, Single Site Plans, and Comprehensive Safety Plans are all aligned in their goals, and action steps and support each other through their alignment.

Goals and Actions

Goal

Goal #	Description
1	Student Learning: Ensure universal student access to quality education, high academic standards, opportunities to learn, with appropriate supports to achieve high levels of academic success.

An explanation of why the LEA has developed this goal.

Orinda USD focuses on the academic achievement of all students. Input from educational partners indicates that high-quality education and access to a rigorous curriculum with appropriate support is the top priority of our learning community. The outcome data demonstrates ongoing achievement gaps between student groups, and to address those gaps, staff will set annual goals and measurable outcomes and provide services to support the achievement of the goals. During the revisions of the LCAP in 2022, this goal was revised from the originally written 2021-22 goal to be broader and more encompassing of all subject areas and all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching as measured by local indicators in the reflection tool (1a)	2020-21 100% of teachers are assigned to the appropriate subject area for which they are credentialed to teach. (1a)	During the 2021-22 school year, 98.7% of OUSD teachers were appropriately assigned to the subject area for which they are credentialed to teach. Two teachers were misassigned.	During the 2022-23 school year, 97% of OUSD teachers were appropriately assigned to the subject area for which they are credentialed to teach. Four teachers were misassigned. (Local Data)		Maintain 100% of teachers will continue to be assigned to the appropriate subject area for which they are credentialed to teach.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Every student in the district has sufficient access to standards aligned instructional materials and will continue to have access (1b)	2020-21 Every student (100%) in the district has access to standards aligned instructional materials as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results. (1b)	2021-22 All students (100%) in the district have access to standards-aligned instructional materials as evidenced by the annual sufficiency of instructional materials resolution and public hearing.	2022-23 All students (100%) in the district have access to standards-aligned instructional materials as evidenced by the annual sufficiency of instructional materials resolution and public hearing.		Continue every student (100%) in the district will have access to standards aligned instructional materials as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results.
Student achievement as measured by the CA Dashboard Academic Indicator (4a)	2019-20 All student groups are in green or blue range in the 2019 CA Dashboard Academic Indicator for English Language Arts and Mathematics. (4a)	Due to lack of CAASPP testing during COVID-19 school closures, Academic Indicator has not been published on the CA Dashbaord since the established baseline in 2019-20. Academic achievement is being measured by local data below.	2021-22 All student groups are performing High or Very High on the 2022 CA Dashboard Academic Indicator for English Language Arts and Mathematics. The exception to this are Students with Disabilities who performed in the Medium range as designated on the CA Dashboard. (4a)		All student groups and race/ethnicity groups will maintain or increase to green or blue range.
The percentage of EL students who are reclassified (4f)	In 2019-20, the reclassification rate for EL students is 32% (4f)	The percentage of EL students who were reclassified in 2021-22 is 38%.	The percentage of EL students who were reclassified in 2022-2023 is 10%. (Local Data) Reclassification data included in the		The reclassification rate for EL students will continue to maintain and/or increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Baseline and Year 1 Outcome was local data. The CDE Dataquest shows 2019-20 reclassification to be 2.6% and 2020-21 to be 16.3%.		
Every student has access to a broad course of study (7a)	2020-21 100% of students have access to a broad course of study as evidenced by the master schedule, programs, and services provided for all students including unduplicated students and those with exceptional needs. (7a)	100% of students had access to a broad course of study in 2021-22.	100% of students had access to a broad course of study in 2022-23.		Maintain 100% access for all students.
Access to programs and services provided for unduplicated student groups and individuals with exceptional needs. (7b,7c)	2020-21 100% of students access to programs and services developed and provided for unduplicated student groups and students with exceptional needs. (7b,7c)	2021-22 All programs and services have been developed and provided to unduplicated students and students with disabilities. 100% of students have access to programs and services developed and provided for unduplicated student groups and students	2022-23 All programs and services have been developed and provided to unduplicated students and students with disabilities. 100% of students have access to programs and services developed and provided for unduplicated student groups and students		Maintain 100% access for unduplicated student groups and students with exceptional needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with exceptional needs.	with exceptional needs.		
English Learner progress in language proficiency levels as measured by CA Dashboard English Learner Progress Indicator (4e)	2019-20 96.3% students making progress towards English language proficiency	English Learner Progress Indicator on the CA Dashboard has not been updated due to lack of state achievement scores since the established baseline in 2019-20. In the meantime ELPAC scores are monitored and 52.17% are at level 4, and 21.74% are at level 3, and 21.74% are at level 2 and 4.35% are at level 1.	2021-22 71.4% of English learner students making progress toward English language proficiency as measured by the English Learner Progress Indicator on the CA Dashboard.		Maintain or increase rate of students making progress towards proficiency in English language proficiency
Programs and services that enable English Learners access to the Common Core Standards and the ELD standards as measured by local student data system (2b)	2019-20 100% of English Learners participation in programs and services to access Common Core State Standards and ELD standards (2b)	100% of English learners participated in the programs and were provided services to access to the Common Core and ELD Standards during the 2021-22 school year.	100% of English learners participated in the programs and were provided services to access to the Common Core and ELD Standards during the 2022-23 school year.		Maintain 100% of English Learners participation in programs and services to access Common Core State Standards and ELD standards
Percentage of students reading at grade level (level 3 and 4) based on the August administration	No baseline established as Action Step written in the 2022-23 LCAP update.	72% of students are reading at grade level based on the August administration of the F&P assessment. (2021-22 data)	83% of students are reading at or above grade level based on the August administration of the F&P assessment.		80% of students will read at grade level based on the August administration of the F & P assesment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of the F & P assessment.					
Percentage of students receiving one or more D or F grades. Percentage of students receiving multiple D/F grades. Percentage of students receiving C grades.	No baseline established as Action Step written in the 2022-23 LCAP update.	2% of students received one or more D or F 4th quarter grades. 2% of all given 4th quarter grades were Ds and/or Fs. 4% of students earned one or more C grades (2021-22)	4% of students received one or more D or F 4th quarter grades. 2% of all given 4th quarter grades were Ds and/or Fs. 15% of students earned one or more C grades (2022-23)		The percentage of students receiving a one or more D/F grades will remain or be below 2%.
Percentage of students achieving "Meets" or "Exceeds" standard in ELA/Literacy as measured by the Smarter Balanced Assessment. (4a)	No baseline established as Action Step written in the 2022-23 LCAP update.	88% of students Met or Exceeded standards based on Smarter Balanced Assessment. (2019 data)	87% of students Met or Exceeded standards based on Smarter Balanced Assessment. (2022 data)		Increase to 90% or above of students meeting or exceeding ELA standards as measured by SBA.
Percentage of students achieving "Meets" or "Exceeds" standard in math as measured by the Smarter Balanced Assessment. (4a)	No baseline established as Action Step written in the 2022-23 LCAP update.	83% of students Met or Exceeded standards based on Smarter Balanced Assessment. (2019 data)	78% of students Met or Exceeded standards based on Smarter Balanced Assessment. (2022 data)		Increase to 85% or above of students meeting or exceeding math standards as measured by SBA.
Establish the baseline and improvement increments for the California Science Test (CAST).	No baseline established as Action Step written in the 2022-23 LCAP update.	Establish the baseline for achievement goals based on the 2022 CAST administration.	71% of students Met or Exceeded standards based on California Science Test. (2022 data)		Increase to 75% or above of students meeting or exceeding science standards as measured by CAST.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Development Teacher	Continue to provide one FTE ELD teacher to deliver services to English learners and professional development to staff. Continue to support and improve services for English proficiency assessment, reclassification processes and materials. The ELD teacher also serves as the liaison between the classroom teacher, families and other support providers.	$110,000.00	Yes
1.2	Teacher Long Range Planning	Continue Long Range Planning by grade level to analyze local and state assessments, develop curriculum and instructional practices based on the student data and develop Tier I interventions. Substitutes are provided twice a year for a 1/2 day planning.	$10,000.00	No
1.3	Literacy Intervention Program	Continue with the expanded literacy intervention program. The program was increased from one to two certificated FTE.	$275,000.00	No
1.4	Literacy Resources	Assess and utilize school intervention models, Fountas and Pinnell and other literacy resources including Reading Plus, Orton Gillingham, Reading Ally, Heggerty Curriculum for providing targeted instruction to identified students. Monitor and evaluate the continuation of Lexia reading program annually.	$5,000.00	No
1.5	Math Instructional Coach	Continue with 1.0 FTE math instructional coach to support consistent implementation of aligned district math program, and develop teacher capacity for effective differentiation.	$140,000.00	No
1.6	Tools for Math Intervention and Support	Provide Tier II intervention service and support for identified students in mathematics, including Freckle math program and resources from Silicon Valley Math Initiative.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	English Learner Family Engagement	Engage parents of English learners to ensure regular input gathering and open communication. This will be accomplished through regular meetings between the staff (ELD teacher and district administrator) and the parents of English learners as well as by providing them with ongoing resources.	$1,000.00	Yes
1.8	Support Broad Course of Study	District will continue to utilize data, to monitor and explore options and delivery models to provide broad course of study, including higher level math and world language for eligible students. Models will be monitored and evaluated for effectiveness.	$25,000.00	No
1.9	NGSS Science Programs	Continue development and alignment of NGSS science programs and standards for all grade levels including district shared expectations and shared best practices.	$5,000.00	No
1.10	Implementation of State Standards	Continue to further align all curriculum and instructional practices to the adopted California State Standards and/or Curriculum Framework. Utilize staff collaborative time within the newly revised school schedule to review and implement shifts in instructional practices. Develop and utilize teacher leadership, provide support and professional development relating to the new standards and shifts.	$70,000.00	No
1.11	Curriculum-aligned Instructional Materials	Adopt or locally develop, and further broaden implementation to curriculum aligned instructional materials. Provide professional development for newly adopted instructional materials.	$105,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Differentiated Learning Opportunities	Implement a new middle school schedule including this embedded intervention period (Academy) that supports students' well being and allows for differentiated support within the school day.	$5,000.00	No
1.13	Grading and Progress Reporting Committee	Develop an OUSD report card revision committee at the TK-5 level and grading committee at the 6-8 level. Committees will work on the development of authentic report card and grading systems to provide students with feedback on their learning.	$1,000.00	No
1.14	Literacy Leadership Team	Develop a Literacy Task Force to explore best practices relating to Elementary Reading Instruction. Task force will include teachers and administrators working on a plan to implement a literacy plan for structured, literacy aligned curricula.	$0.00	No
1.15	Summer Support for Students	Summer intervention and support service for English learners, foster youth, low-income students, at risk students and students identified for additional academic support.	$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.

During the 2022-23 school year, a full-time English Language Development teacher supported all English learners by providing designated ELD programming. The literacy intervention program continued to be expanded to include two full-time teachers to provide intensive literacy support to elementary students. Math TOSA provided support to all K-8 teachers and students. In addition to the Math TOSA, technology support systems such as Silicon Valley Math Initiative and Freckle (aka Renaissance) were utilized to support students. In collaboration with AUHSD, advanced mathematics students are offered accelerated classes and Geometry as eighth graders. Parents of English learners continue to meet during organized meetings. Significant focus was placed on the alignment of ELA and Math curricula across the district and departments through release days, identifying essential standards, and adoption of new instructional materials. Along with the curricular work, staff worked on the revision of all Tk-5 report cards. To provide additional support to students in Middle School, Academy, an

embedded intervention period was implemented. The summer school was offered to all English learners and students identified to be behind in ELA and math.

Action item 1.2, Teacher Long Range Planning, was implemented; however, due to an increase in collaboration within the school schedule, teachers did not participate in two long-range planning days as planned.

All literacy programs in action item 1.4 were not implemented as the district continues to evaluate relevant and evidence-based curricular supports.

Action item 1.9, NGSS Science Program alignment, was not implemented as the focus was placed on the alignment of reading and social studies curricula.

There were no substantive differences between planned actions and their implementation.

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.

Material differences were noted in the following areas:

1.4 Literacy Resources
The District budgeted $35,000 for literacy resources, while the actual expenditures are $8,945. The decrease in expenditures is due to the elimination of certain resources after District's review of their alignment to the curriculum and evidence-based best practices.

1.6 Tools for Math Intervention Support
The District budgeted $10,000 for math intervention resources, while the actual expenditures are $41,906. The increase in expenditures is to the increase in the cost of the Freckle (Renaissance) software, and it's being provided districtwide.

1.7 English Learner Family Engagement
The District Budgeted $1,000 to hold informational events for English learner parents. Expenditures show $0 as the costs of the events were all free of charge.

1.9 NGSS Science Programs
The District Budgeted $15,000 to focus on districtwide science collaboration and curriculum development. Due to the focus on Phonics and Social Studies instructional materials, as well as the ELA and Math curricular alignment, this action step was postponed until the following year.

1.10 Implementation of State Standards

The District budgeted $10,000 to support teachers in their work to align the curriculum to state standards and align it districtwide. The actual expenditures are $30, 684 and the increase was due to the number of release days, cost of substitutes, and significant work done in this curricular area.

1.11 Curriculum- Aligned Instructional Materials
The District budgeted $55,000 for the adoption of new instructional materials, and actual expenditures show $21,772. The decrease in expenditures is due to the cost being delayed to the 2023-24 school year as the materials will arrive after the fiscal year closure.

1.12 Differentiated Learning Opportunities
The District budgeted $25,000 to implement an Academy period at the middle school and provide TOSA support specifically to middle school teachers. The expenditures are $52,631 due to the cost of TOSA being .4 FTE instead of .2 FTE.

1.13 Grading and Progress Reporting Committee
The District budgeted $5,000 on the revision of the report cards for all elementary schools. This action step was done, however, it was accomplished along with the work completed in curricular collaboration release time and during professional development days, therefore not resulting in specific expenditures.

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

The established metrics demonstrate progress towards the goal and support the continuing of the action steps. Some metrics items and data were not available during the 2021-22 school year and were made available with the publishing of the Ca Dashboard during the fall of 2022. The data shows high achievement of OUSD students however it also shows gaps within certain student groups. The established metrics utilize state and local data to measure student achievement and progress on academic goals.

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.

No changes were made to the established goals, metrics or action steps.

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	School Climate and Social Emotional Support: Provide for the social, emotional and physical health needs of students and foster inclusive and safe learning environments that promote engagement, connectedness and overall well-being of the school community.

An explanation of why the LEA has developed this goal.

Orinda USD has developed the goal relating to School Climate and Social Emotional Support as a commitment to providing students with a place where they feel like they belong and where they feel a strong sense of safety. Based on the community input and analysis of the Ca Healthy Kids Survey Data, there was an increase in suicidal ideation, at-risk behavior, stress, and feeling of isolation. Additionally, the goal was developed to ensure that all students have access to all programs, are supported, and all feel safe and included.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Report (FIT) as recorded on the School Accountability Report Card (SARC) (1c).	2019-20 100% School facilities are in good repair status. (1c)	This metric is being addressed in newly developed Goal 4.	NA		Maintain 100% good repair status for all school facilities. (1c)
School attendance rates. (5a)	2020-21 97% attendance rate (5a)	2021-22 attendance rate was 97%.	2022-23 attendance rate was 95.54%.		Maintain school attendance rates at 97% or greater. (5a)
Chronic absenteeism rates. (5b)	2018-19 Chronic abeenteeism rate was 3.1%, and will continue to decrease based on 2019-20	2020-21 Chronic Absenteeism rate was 1.6% for all students. Chronic absenteeism for students identifying	2021-22 Chronic Absenteeism rate was 4.0% for all students. Highest chronic absenteeism was for		Maintain or improve chronic absenteeism rates of 3% or less. (5b)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school data and remain at or below 3.1% (5b)	as Hispanic was 4.0%. The established baseline data of 3.1% was based on the 2018-19 data. Data was not available for the 2019-20 school year due to pandemic school closures.	students identifying as White at 4.6% followed by those identifying as Hispanic was 4.4%. Students with highest chronic absenteeism were English learners (14.7%), socio-economically disadvantaged (13.3%) and Students with disabilities (8.1%)		
Middle school drop out rate. (5c)	2020-21 Middle school drop-out rate was 0%.(5c).	2021-22 Middle school drop-out rate is not available.	2021-22 and 2022-23 Middle school drop-out rate continues not to be available.		The middle school drop-out rate will remain at 0%.(5c)
Suspension and expulsion rates. (6a,b)	2019-20 The suspension rate was 0.4% and the expulsion rate was 0% (6a,b)	2020-2021 Data shows OUSD suspension rate at 0% and expulsion rate at 0%. Suspension rate in 2019-20 was 0.4% and expulsion was at 0%.	2021-22 Data shows OUSD suspension rate at 0.4% and expulsion rate at 0.0%.		The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b)
Survey of students, parents, and teachers on the sense of safety and school connectedness. (6c)	2019-20 95% parent satisfaction rate for school connectedness and communication. 89% of student report feeling connected to their school and very safe on campus (6c)	This outcome has been updated to specifically reference Healthy Kids Survey.	2022-23 97% parent satisfaction rate for school communication and 95% of parents find that school is a safe place for students to learn. 82% of Elementary student and 68% of middle		Maintain 95% or increase parent satisfaction rate for school connectedness and communication. Maintain or increase rate of students feeling safe and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			school report feeling connected to their school. 88% of elementary school students and 68% of middle school students feel very safe on campus (2022 CHKS)(6c)		connected at school. (6c)
Promote parent input in making decisions for the school district and each individual site and parental participation and programs that support unduplicated pupils and pupils with exceptional needs, as measured by CA Dashboard Local Indicator for Parent and Family Engagement. (3a,b,c)	2019-20 Full Implementation or Full Implementation and Sustainability for developing and promoting multiple opportunities for family engagement, including those of unduplicated students and students with exceptional needs (3a,b,c)	2021-22 Full implementation - parents were engaged through surveys and focus group meetings.	2022-23 Full implementation - parents were engaged through surveys, school parent clubs, districtwide and school parent committees.		Maintain or increase Full Implementation and Sustainability rating for developing and promoting multiple opportunities for family engagement, including those of unduplicated students and students with exceptional needs. (3a,b,c)
California Healthy Kids Survey - School Connectedness Scale (6c)	No baseline established as Action Step written in the 2022-23 LCAP update.	Based on the CaHKS 2021 administration, following student data was reported: Grade 5 - 86% feel connected Grade 7 - 66% feel connected	Based on the CaHKS 2022 administration, the following student data was reported: Grade 5 - 82% feel connected Grade 7 - 68% feel connected		Increase level of school connectedness as measured by the California Healthy Kids Survey to 89% in grade 5 and 72% in grade 7.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey - Suicidal Ideation (Grade 7)	No baseline established as Action Step written in the 2022-23 LCAP update.	Based on the CaHKS 2021 administration, following student data was reported: Grade 7 - 14% of students report considering suicide.	Based on the CaHKS 2021 administration, the following student data was reported: Grade 7 - 7% of students report considering suicide.		Decrease number of students considering suicide in grade 7 to 0%.
Implementation of Elementary school counseling program.	No baseline established as Action Step written in the 2022-23 LCAP update.	Establish baseline for monitoring student access to the K-5 counseling program.	12% of students have been seen for individual appointments by the Wellness Counselors at each school site.		Improve accessibility to k-5 counseling programs by 10%.
Bullying prevention program	No baseline established as Action Step written in the 2022-23 LCAP update.	Establish baseline for monitoring incidents of reported bullying on campuses.	Based on the CaHKS 2022 administration, the following student data was reported: Grade 5 - 18% report being Cyberbullied Grade 7 - 27% report being Cyberbullied		Decrease number of students reporting being bullied to 20%.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implement Facilities Master Plan	Continue implementation of Facilities Master Plan projects, as well as the continued development of Bond Measures E and I which total 105M dollars towards all Orinda sites' renovation and improvement	$0.00	No
2.2	Increase Counseling Support	Increase direct counseling support for students at K-5 and 6-8 which targets students with social emotional needs and behavioral skills	$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		development. This includes increase of psych interns, augmenting district psychologist position from .8 FTE to 1.0 FTE, and adding a 1.0 counselor at grades 6-8. Evaluate annually.		
2.4	Student Safety Training and Support of Unduplicated Students	Provide mandated reporter training to all staff, as well as training on supporting of homeless students including California McKinney-Vento Homeless Act. Provide staff training for classroom teachers and staff on supporting students' social emotional needs	$3,500.00	No
2.5	Provide Health Education Programs	Continue with district-wide student health programs including Second Step, family life education and drug and alcohol awareness for students in grades 4-8.	$35,000.00	No
2.6	Assessment of Student Engagement and Health	Continue to utilize a wide range of assessment tools to assess student and family social-emotional health, including the CA Healthy Kids Survey, local school climate surveys, and tools like thought exchange and google surveys. Share data with stakeholders including parents.	$3,000.00	No
2.7	Continue parent and staff coalitions which promote and deepen district diversity, equity and inclusion work	Continue work with Wellness, Inclusion for Student and Staff Equity (WISSE) group, Inclusion, Diversity and Equity in Action (IDEA) partnership with City of Orinda, Community Coalitions and other groups to promote parent education, staff training, and student programs like No Place for Hate with the Anti Defamation League.	$0.00	No
2.8	K-8 Character Education Program	Implementation of districtwide Character Educational program.	$30,000.00	No
2.9	Elementary School Wellness Counseling	Addition of Elementary School Wellness Counselors at all five school sites to provide social emotional and mental health supports.	$330,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Staff Professional Development	Professional development, training and coaching for certificated, classified and administrative staff in the area of equity, culturally relevant teaching, inclusive curriculum and instructional practices.	$30,000.00	No
2.11	Child Abuse Prevention Program	Implement Child Abuse Prevention Program across the district.	$31,000.00	No
2.12	SARB Process	Track and monitor truancies and chronic absenteeism through the School Attendance Review Board process.	$0.00	No
2.13	Support Responsible Social Medial use and Address Cyberbullying	Develop and implement expanded social media use and digital citizenship curriculum. Implement parent eduction program relating to the topic.	$5,000.00	No
2.14	Incident Reporting Systems	Implement incident reporting systems including Bias Incident Reporting System (BIRS) and examine other systems similar to BIRS to provide students and families with opportunities to safely report safety concerns at schools.	$4,000.00	No
2.15	Bullying Prevention Program	Implementation of districtwide Bullying prevention program. Anti-bullying programming will be added to the character education program, Second Step. Additional bullying prevention programs will be examined at the 6-8 grade level.	$5,000.00	No
2.16	Transition to Middle School	In order to support student transition from elementary to middle school grades, current programs will be examined, and additional student and parent programs will be implemented to support academic and social emotional transition. Programs may include summer bridge as well as programming for 6th graders during the school year.	$4,000.00	No

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.

During the 2022-23 school year, the District continued to support an increase in counseling services at the middle school as well as implementation of Wellness Centers and counseling services at all elementary schools. All staff members were provided training related to the McKinney-Vento Homeless Act, and informed of services available to homeless and foster youth. Comprehensive character education program, Second Step was implemented across all schools as was the Child Abuse Prevention Programming. Bullying prevention program was added to the character education programming. Staff participated in diversity, equity and inclusion training provided by the contracted consultant. Student Attendance Review Board (SARB) was re-established and a student attendance process was reviewed to improve student attendance.

Action step 2.13 relating to education of students and parents regarding responsible used of social media was not conducted to the level as planned. Middle school students received education about cyber safety and responsible education in their advisory classes however this action step was not implemented as planned.

Action step 2.16 relating to Transition to Middle School was not implemented as planned. The middle school conducts transition activities planned by the staff and leadership however these were not conducted as planned within this step. Additional focus will be put in place during the 2023-24 school year.

There were no substantive differences from planned actions and their implementation.

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.

Material differences were noted in following areas:

2.4 Student Safety Training and Support of Unduplicated Students
The District budgeted $3,500 to provide training relating to the support of Homeless and Foster Youth students. There were not expenditures in this area as the training was free of charge.

2.5 Provide Health Education Programs

The District budgeted $10,000 to provide programming in the area of health and character education while the actual expenditures are at $30,155. The character education programming is conducted through Second Step curriculum and was purchased for a three year license resulting in an increase one time cost.

2.9 Elementary School Wellness Counseling
The District budgeted $500,000 to implement Wellness Counselors in all elementary schools and the middle school. The expenditures are $324,454 and the decrease in expenditures reflect hiring of four counselors to staff the elementary schools. Wellness counselor was not hired for middle school due to lack of state funding.

2.10 Staff Professional Development
The District budgeted $15,000 to provide training in the area of equity and cultural responsiveness while the actual expenditures are $52,000. The increase in spending reflects increase in provided services that included staff, leadership team, parent education and student training.

2.13 Support Responsible Social Media Use and Address Cyberbullying
The District budgeted $3,000 to provide student and parent education relating to the challenges of Social Media and prevention of Cyberbullying. Bullying model was implemented within the Character Education program and therefore that cost was reflected within that program. This action item will be focused on during the 2023-24 school year.

2.15 Bullying Prevention Program
The District budgeted $15,000 to provide Bullying Prevention Programming while the actual expenditures are $4,516. The decrease in spending is due to lower cost of the program and it being part of the character education program.

2.16 Transition to Middle School
The District budgeted $10,000 to provide Transition to Middle School programming while the actual expenditures are $0. The decrease in spending is due not offering programming by the district and it being offered and financially supported by the site.

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

The established metrics and available data continue to support the need for this goal and the established action steps. Student attendance rate dropped during the 2022-23 school year however attendance rates in years with distance learning and COVID independent study options make the data difficult to compare. Required metrics relating to suspensions, expulsions and drop out rates continue to demonstrate extremely low to no students going experiencing these disciplinary measures. Healthy Kids Survey was implemented and showed decline in students feeling connected to schools. It also demonstrate increase in cyber bullying.

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.

No changes were made to the established metrics or actions steps. As mentioned in the sections above, certain actions steps were not fully implemented and will be focused on during the 2023-24 school year. This will be especially important with the action step 2.13 relating to the social media education and the resulting metrics measuring students being cyberbullied. Additionally, baseline metrics were established to measure access and usage of the Wellness Centers to ensure that all students are being served. Action 2.9 moved from not-contributing to contributing.

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	Highly Qualified Staff: Recruit, develop, and retain highly skilled certificated, classified, and administrative staff.

An explanation of why the LEA has developed this goal.

Highly qualified and dedicated staff is the most critical determinant of student success and improvement in the schools. Along with all districts within the state, Orinda USD is dealing with staff shortages in all areas. Input from all community members has indicated high priority on the ability to maintain competitive salaries in order to recruit highly qualified staff, provide meaningful training and support and maintain excellent work conditions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards as measured by local metrics (such as scope and sequence documents, pacing guides) and CA Dashboard Local Indicator. (2a)	2019-20 Full implementation of academic standards. (2a)	Action item not appropriate in this goal and has been addressed in Goal 1.	NA		Maintain Full Implementation of academic standards. (2a)
Common assessment results as measured by district metrics. (8a)	2019-20 87% of students met or exceeded grade level standards in common assessments for ELA and 84% of students met or exceeded grade level standards in common	Action item not appropriate in this goal and has been addressed in Goal 1.	NA		Increase % of students who meet or exceed grade level standard. (8a)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assessments for Math. (8a)				
Williams compliance: Teachers are appropriately assigned and fully credentialed (1a)	2020-21 100% of teachers are assigned to the appropriate subject area for which they are credentialed to teach. (1a)	During the 2021-22 school year, 98.7% of OUSD teachers were appropriately assigned to the subject area for which they are credentialed to teach. Two teachers were misassigned.	During the 2022-23 school year, 97% of OUSD teachers were appropriately assigned to the subject area for which they are credentialed to teach. Four teachers were misassigned. (Local Data)		100% compliance for appropriately assigned staff.
Recruit and retain highly qualified employees	No baseline established as metric written in the 2022-23 LCAP update.	Recruit and hire quality classified, certificated and administrative employees at 100%. Retain 100% of employees without “unexplained” departure for lateral position, as measured by exit interviews.	0.0% of certificated employees resigned from the District, with“unexplained” departure for a lateral position, as measured by exit interviews. 10% (one staff member) took a lateral position with another district.		Recruit and hire quality classified, certificated and administrative employees at 100%. Retain 100% of employees without “unexplained” departure for lateral position.
Certificated staff diversity - increase racial, ethnic, and gender diversity of certificated staff.	No baseline established as metric written in the 2022-23 LCAP update.	2021-22 staffing demonstrates that certificated (non-management) included 10% staff of color monitored through HR employee demographics data.	2022-23 staffing demonstrates that certificated (non-management) included 10% staff of color monitored through HR employee demographics data.		20% of certificated (non-management) staff will identify as staff of color.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain and promote longevity of highly qualified classified staff	No baseline established as metric written in the 2022-23 LCAP update.	Retain 100% of classified employees without "unexplained" departure for lateral positions. Establish baseline data examining percent of classified employees reaching the established longevity steps.	0.0% of classified employees resigned from the District, with“unexplained” departure for a lateral position, as measured by exit interviews. 10% (one staff member) took a lateral position with another district. 0% of staff members took a lateral position in another district.		Retain 100% of classified employees without "unexplained" departure for lateral positions. Improve upon the established longevity baseline.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	New Teacher Induction and Support	Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential. This includes the Teacher Induction Program and mentor teachers	$45,000.00	No
3.2	Provide professional development in Orinda USD literacy signature practices	Provide staff development for both administrators and teachers in reading and writing through Teachers College Reading and Writing Project and other literacy based trainings.	$1,000.00	No
3.3	Provide support from Teachers on Special Assignment (TOSAs)	Teachers on Special Assignment (TOSA) in Literacy, Math and Technology provide instructional coaching, demo lessons, planning support, professional development, curriculum resources and other means to support all Orinda teachers.	$390,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Provide professional development in Orinda Math signature practices	Continue to provide training opportunities, resources and coaching from the Silicon Valley Mathematics Initiative.	$6,000.00	No
3.5	Provide Strategic and Responsive Professional Learning Experiences	Continue with targeted and specific professional learning plan for all teachers which includes new teacher boot camp, professional development days for all staff, teacher-led PD opportunities, collaboration across grade levels and with vertical teams, and specific trainings which focus on Tier I intervention and support.	$10,000.00	No
3.6	Implementation and expansion of data collection and analysis systems such as Illuminate	Expand the use of Illuminate for data analysis and to develop local assessments, evaluate formative and summative data, disaggregate CAASPP scores and target student groups with specific needs with support. Utilize this and other digital tools to input literacy and math benchmark data to more accurately track and support student progress.	$19,000.00	No
3.7	Coordinate and implement trainings for classified staff	Classified Staff will continue to receive multiple training opportunities including academic and social support for students, prompting hierarchy, positive behavior support, CPI nonviolent crisis prevention training, curricular modification en vivo, assistive technology, adapting / modifying classroom materials, CPR, inclusion, and facilitating social interactions with typical peers	$20,000.00	No
3.8	Coordinate and Develop Teacher Capacity for Technology Integration	Continue to provide a suite of digital tools and training opportunities for teachers including multiple Orinda-specific digital tool resource websites, support from the technology TOSA, a digital badging program, and integration of Orinda Technology Advisory Committee and Tech Strategic Plan into the Curriculum Committee.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Comprehensive Professional Development Plan	Develop a Comprehensive Professional Development Plan for certificated, classified, unrepresented and management staff.	$0.00	No
3.10	Increased Staff Collaboration Time	Implement new school day schedule that includes staff and team collaboration time to provide staff with dedicated professional community collaboration time within the school day.	$0.00	No
3.11	Early Literacy Training	Implement Early Literacy Training for all TK-3 teachers in coordination with the adoption of the districtwide Phonics curriculum.	$5,000.00	No

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.

Significant focus was placed to ensure highly qualified staffing within the district and the implementation of planned actions. Majority of the planned actions were implemented. All eligible new teachers were supported through the New Teacher Induction Program (TIP) and all teachers were supported by the Teachers on Special Assignment (TOSAs) in the areas of Literacy, Math and Intervention. Staff was provided numerous professional development opportunities in the areas of curriculum development, intervention, and equity. Classified staff has been provided with additional days of training and other yearlong professional development opportunities. A new schedule was implemented significantly increasing grade and department level collaboration time.

There were substantive differences in planned and implemented actions in these areas:
3.2 The district provided some training in the area of Teachers College Reading and Writing Project, however significantly focused on the implementation of the comprehensive and systematic implantation of the phonics program rooted in science of reading. Due to the added focus on the phonics adoption, significantly less training was done in the area of Teachers College Reading and Writing Project.

3.5 District increased focus on the grade level collaboration, and grade level standard alignment resulting in substantially higher allocation of funds and time to this action step.

3.9 While significantly more professional development and training opportunities were provided to all staff, a comprehensive Professional Development Plan was not established and will be completed during the 2023-24 school year.

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.

Material differences were noted in the following areas:

3.1 New Teacher Induction Support
New Teacher Induction and Support budgeted expenditures were at $65,000, while the estimated actual expenditures are at $102,756. The increase in expenses is due to the increase in a number of new teachers needing the required induction program.

3.2 Professional Development in OUSD Literacy Signature Practices
The District budgeted $40,000 to provide training in Teachers College Reading and Writing Project, while the actual expenditures are at $13,829. The decrease in expenses is due to the shift in focus away from the workshop model to the adoption of the districtwide phonics program.

3.5 Provide Strategic and Responsive Professional Learning Experience
The District budgeted $10,000 to provide training in the area of professional learning communities and RTI, while the actual expenditures are at $21,702. The increase in expenses is due to a heightened shift in focus on collaboration, curricular alignment, and intervention practices in the classrooms.

3.7 Coordinate and Implement Training for Classified Staff
The District budgeted $7,000 to provide additional opportunities for professional development and training for all classified employees in the district. The actual expenditures are at $36,463. The increase in expenses is due the number of classified staff members taking part in the provided opportunities.

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

Based on the established metrics, the District is successfully supporting and retaining certificated and classified staff members. Human Resource department is conducting "exit interviews" with each staff member resigning their position to closely monitor exit data and monitor any "unexplained" exits. The process and established actions steps are working in the monitoring of the conditions to ensure that OUSD staff is supported while employed at the district. The action steps demonstrate that staff is actively taking part in provided professional development opportunities.

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.

Action item 3.11 was added to reflect the comprehensive training that will be provided to all early grade (Tk-3) teachers in the area of Phonics curriculum. All action items established in 202-2023 LCAP will continue to be implemented.

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	Responsible Management of Resources: District will sustain and improve fiscal stability and effectively manage and maintain facility projects.

An explanation of why the LEA has developed this goal.

Orinda USD has developed a goal related to the management of fiscal resources based on the data analysis, survey and community input. Additionally, management and upkeep of facilities as it relates to the financial and project planning also elicited significant input. The goal is aligned to the newly revised strategic directions and was added during the 2022-23 LCAP process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Report (FIT) as recorded on the School Accountability Report Card (SARC) (1c).	2019-20 100% School facilities are in good repair status.	Based on the 2020-21 data, all school facilities were reported in good repair status.	Based on the 2021-22 data, all school facilities were reported in good repair status.		Maintain 100% good repair status for all school facilities.
Progress with deferred maintenance plan.	No baseline established as metric written in the 2022-23 LCAP update.	2021-22 - Plan to be developed with a 5-year rolling timeline.	2022-23 Developed a 5-year Deferred Maintenance Plan. 3% of the planned repairs are in progress.		20% complete after year one with new rolling five year plan
Stable and improved fiscal outlook.	No baseline established as metric written in the 2022-23 LCAP update.	2021-22 2nd Interim Budget shows District deficit spending and certificated and	2022-23 2nd Interim Budget shows District deficit spending and certificated and		Competitive compensation status while maintaining healthy reserve.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		classified staff in the bottom third of salary schedules.	classified staff in the bottom third of salary schedules.		
Student usage of the Wagner Nature Area	No baseline established as metric written in the 2022-23 LCAP update.	Establish baseline for student curricular trips to the Wagner Nature Area by grade level.	During 2022-23 school year, 72% of students in grades 2-5 attended curricular trips to the Wagner Ranch nature area.		Improve by 15% the established student curricular visits to the Nature Area baseline.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities Master Plan	Develop a districtwide facilities master plan, including the list of projects, estimated budgets, timelines and source of funding.	$0.00	No
4.2	Deferred Maintenance Plan	Develop a districtwide 5-year Deferred Maintenance Plan including specific repair projects, budget estimates and project timelines. Project updates are to be presented to the Board on quarterly basis.	$0.00	No
4.3	Comprehensive Safety Plan	Review and revise the Districts Comprehensive Safety Plan.	$0.00	No
4.4	Orinda USD Budget Development Process	Implement a collaborative budget development process to ensure shared leadership, input and accountability by all district departments and schools.	$0.00	No
4.5	Resource Allocation	Conduct a system-wide assessment for gaps and challenges with regard to equitable allocation of resources. Review allocation of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		resources and prioritize resources toward the greatest area of student need.		
4.6	Advocacy and Community Outreach	Create and implement an advocacy plan to secure the necessary resources to provide and maintain the Orinda USD community with high quality education.	$0.00	No
4.7	Local Parcel Tax Advocacy	Promote the benefits of the existing Parcel Tax. Examine the feasibility of the new local funding through a possible additional Parcel Tax.	$0.00	No
4.8	Expanded use of the Wagner Ranch Nature Area	Review and revise the curricular programming offered at the Wagner Ranch Nature Area and examine partnership with outside organizations (nonprofits, state) to improve funding opportunities.	$0.00	No

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.

Upon review of planned actions, there are no substantive differences in planned actions and actual implementations of the actions during the 2022-23 school year. District staff developed a Districtwide Facilities Master plan that includes projects, estimated budgets and prioritized timelines. The five-year Deferred Maintenance Plan was developed and presented to the Board with the plan for it to be updated on ongoing basis. Districtwide Comprehensive Safety Plan was reviewed, revised and is being implemented moving forward. Under the leadership of a new CBO, a new, collaborative budget development process was implemented to ensure shared leadership that includes input and accountability by all district departments and schools. New source of income was secured through the passing of Measure Z - parcel tax. In partnership with the Friends of the Nature Area, the curriculum and offerings were revised to expand curricular field trips to the area.

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.

No material differences were noted between budgeted expenditures and estimated actuals.

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

The action steps were concrete and effective in determining the gaps, needs and establishing short term and long tern processes in an effort to responsibly manage district resources. This goal was established during the 2021-22 LCAP revision and the action steps were implemented during the 2022-23 school year. Actions steps resulted in the successful establishment of plans for the improvements needs and priorities for management of district's facilities. The metrics demonstrate that the district can measure progress in accomplishing set priorities when it comes to management of the resources. Additionally, the action steps and the metrics demonstrate that the district continues to struggle with the budget especially due to low state per pupil funding and heavy reliance on local funding.

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.

The goal, established metrics and actions steps will remain during the 2023-24 school year. Staff will continue to evaluate districtwide facility needs and revise the established Deferred Maintenance Plan. Additionally, in light of the new local funding, staff is looking for improvement in metrics measuring stable and improved fiscal outlook of the district and level of compensation provided to the staff.

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)
$199,440	$0

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
0.77%	0.23%	$54,043.00	1.00%

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.

2022-23 chronic absenteeism data analysis demonstrated significant differences in student attendance between groups of students. English learners, students who are low socioeconomically disadvantaged, demonstrated much higher rates of chronic absenteeism and all students. While OUSD students show chronic absenteeism rate of 4% English Learners are at 14.7% and Socioeconomically Disadvantaged are at 13.3%. To address this need, Action Item 2.9 provides funding for Wellness Counselors. Wellness Counselors will be utilized to help provide support to the students, provide counseling and school connection to help improve attendance. While all elementary school students will be able to benefit from the Wellness Centers, they will focus on the support of English learners and SED students.

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

Services for foster youth, English learners and low-income students are being increased by specifically providing them with targeted support through dedicated staff and programming.

Orinda is required to increase and improve services by 1.00% and the following meet that percentage.

Following are the action items specifically addressing the increased services.
1.1 - English Language Development Teacher - dedicated staff member who provides ELD services, intervention support, parent support, communications, and social-emotional liaison to counselors.
1.7 - English Learner Family Engagement - parent engagement efforts to improve communication and outreach services
1.15 - Summer Support for Students - specific summer support for students to provide academic intervention and growth
2.9 - Wellness Counselors - counseling services provided for low socioeconomic students and English learners to address chronic absenteeism

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.

Not applicate to Orinda USD

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,365,000.00	$516,000.00		$27,500.00	$1,908,500.00	$1,572,000.00	$336,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	English Language Development Teacher	English Learners	$110,000.00				$110,000.00
1	**1.2**	Teacher Long Range Planning	All	$10,000.00				$10,000.00
1	**1.3**	Literacy Intervention Program	Students needing literacy support		$275,000.00			$275,000.00
1	**1.4**	Literacy Resources	All		$5,000.00			$5,000.00
1	**1.5**	Math Instructional Coach	All	$140,000.00				$140,000.00
1	**1.6**	Tools for Math Intervention and Support	All	$40,000.00				$40,000.00
1	**1.7**	English Learner Family Engagement	English Learners	$1,000.00				$1,000.00
1	**1.8**	Support Broad Course of Study	All	$25,000.00				$25,000.00
1	**1.9**	NGSS Science Programs	All				$5,000.00	$5,000.00
1	**1.10**	Implementation of State Standards	All		$70,000.00			$70,000.00
1	**1.11**	Curriculum-aligned Instructional Materials	All		$105,000.00			$105,000.00
1	**1.12**	Differentiated Learning Opportunities	All		$5,000.00			$5,000.00
1	**1.13**	Grading and Progress Reporting Committee	All	$1,000.00				$1,000.00
1	**1.14**	Literacy Leadership Team	All	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.15	Summer Support for Students	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.1	Implement Facilities Master Plan	All	$0.00				$0.00
2	2.2	Increase Counseling Support	Students with social emotional needs	$120,000.00				$120,000.00
2	2.4	Student Safety Training and Support of Unduplicated Students	All				$3,500.00	$3,500.00
2	2.5	Provide Health Education Programs	All	$35,000.00				$35,000.00
2	2.6	Assessment of Student Engagement and Health	All				$3,000.00	$3,000.00
2	2.7	Continue parent and staff coalitions which promote and deepen district diversity, equity and inclusion work	All	$0.00				$0.00
2	2.8	K-8 Character Education Program	All	$30,000.00				$30,000.00
2	2.9	Elementary School Wellness Counseling	English Learners Low Income	$330,000.00				$330,000.00
2	2.10	Staff Professional Development	All		$30,000.00			$30,000.00
2	2.11	Child Abuse Prevention Program	All	$31,000.00				$31,000.00
2	2.12	SARB Process	All	$0.00				$0.00
2	2.13	Support Responsible Social Medial use and Address Cyberbullying	All	$5,000.00				$5,000.00
2	2.14	Incident Reporting Systems	All	$4,000.00				$4,000.00
2	2.15	Bullying Prevention Program	All	$5,000.00				$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	**2.16**	Transition to Middle School	All	$4,000.00				$4,000.00
3	**3.1**	New Teacher Induction and Support	All	$45,000.00				$45,000.00
3	**3.2**	Provide professional development in Orinda USD literacy signature practices	All		$1,000.00			$1,000.00
3	**3.3**	Provide support from Teachers on Special Assignment (TOSAs)	All	$390,000.00				$390,000.00
3	**3.4**	Provide professional development in Orinda Math signature practices	All				$6,000.00	$6,000.00
3	**3.5**	Provide Strategic and Responsive Professional Learning Experiences	All				$10,000.00	$10,000.00
3	**3.6**	Implementation and expansion of data collection and analysis systems such as Illuminate	All	$19,000.00				$19,000.00
3	**3.7**	Coordinate and implement trainings for classified staff	All		$20,000.00			$20,000.00
3	**3.8**	Coordinate and Develop Teacher Capacity for Technology Integration	All	$0.00				$0.00
3	**3.9**	Comprehensive Professional Development Plan	All	$0.00				$0.00
3	**3.10**	Increased Staff Collaboration Time	All	$0.00				$0.00
3	**3.11**	Early Literacy Training	All		$5,000.00			$5,000.00
4	**4.1**	Facilities Master Plan	All	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.2**	Deferred Maintenance Plan	All	$0.00				$0.00
4	**4.3**	Comprehensive Safety Plan	All	$0.00				$0.00
4	**4.4**	Orinda USD Budget Development Process	All	$0.00				$0.00
4	**4.5**	Resource Allocation	All	$0.00				$0.00
4	**4.6**	Advocacy and Community Outreach	All	$0.00				$0.00
4	**4.7**	Local Parcel Tax Advocacy	All	$0.00				$0.00
4	**4.8**	Expanded use of the Wagner Ranch Nature Area	All	$0.00				$0.00

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
$25,834,149	$199,440	0.77%	0.23%	1.00%	$461,000.00	0.00%	1.78 %	**Total:**	$461,000.00
								LEA-wide Total:	$330,000.00
								Limited Total:	$131,000.00
								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**	English Language Development Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$110,000.00	
1	**1.7**	English Learner Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
1	**1.15**	Summer Support for Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.9**	Elementary School Wellness Counseling	Yes	LEA-wide	English Learners Low Income	Specific Schools: Del Rey, Glorietta, Sleepy Hollow, Wagner Ranch TK - 5	$330,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,915,771.00	$1,802,565.00

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**	English Language Development Teacher	Yes	$156,771.00	$101,554
1	**1.2**	Teacher Long Range Planning	No	$10,000.00	$6,369
1	**1.3**	Literacy Intervention Program	No	$250,000.00	$272,112
1	**1.4**	Literacy Resources	No	$35,000.00	$8,945
1	**1.5**	Math Instructional Coach	No	$125,000.00	$140,210
1	**1.6**	Tools for Math Intervention and Support	No	$10,000.00	$41,906
1	**1.7**	English Learner Family Engagement	Yes	$1,000.00	$0
1	**1.8**	Support Broad Course of Study	No	$30,000.00	$20,000
1	**1.9**	NGSS Science Programs	No	$15,000.00	$0
1	**1.10**	Implementation of State Standards	No	$10,000.00	$30,684

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	**1.11**	Curriculum-aligned Instructional Materials	No	$55,000.00	$21,772
1	**1.12**	Differentiated Learning Opportunities	No	$25,000.00	$52,631
1	**1.13**	Grading and Progress Reporting Committee	No	$5,000.00	$0
1	**1.14**	Literacy Leadership Team	No	$0.00	$0
1	**1.15**	Summer Support for Students	Yes	$16,500.00	$19,781
2	**2.1**	Implement Facilities Master Plan	No	$0.00	$0
2	**2.2**	Increase Counseling Support	No	$150,000.00	$120,557
2	**2.4**	Student Safety Training and Support of Unduplicated Students	Yes	$3,500.00	$0
2	**2.5**	Provide Health Education Programs	No	$10,000.00	$30,155
2	**2.6**	Assessment of Student Engagement and Health	No	$3,000.00	$3,200
2	**2.7**	Continue parent and staff coalitions which promote and deepen district diversity, equity and inclusion work	No	$0.00	$0
2	**2.8**	K-8 Character Education Program	No	$30,000.00	$30,155

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	**2.9**	Elementary School Wellness Counseling	No	$500,000.00	$324,454
2	**2.10**	Staff Professional Development	No	$15,000.00	$52,000
2	**2.11**	Child Abuse Prevention Program	No	$30,000.00	$30,530
2	**2.12**	SARB Process	No	$0.00	$0
2	**2.13**	Support Responsible Social Media Use and Address Cyberbullying	No	$3,000.00	$0
2	**2.14**	Incident Reporting Systems	No	$5,000.00	$3,573
2	**2.15**	Bullying Prevention Program	No	$15,000.00	$4,516
2	**2.16**	Transition to Middle School	No	$10,000.00	$0
3	**3.1**	New Teacher Induction and Support	No	$65,000.00	$102,756
3	**3.2**	Provide professional development in Orinda USD literacy signature practices	No	$40,000.00	$13,829
3	**3.3**	Provide support from Teachers on Special Assignment (TOSAs)	No	$250,000.00	$288,316
3	**3.4**	Provide professional development in Orinda Math signature practices	No	$6,000.00	$6,300
3	**3.5**	Provide Strategic and Responsive Professional Learning Experiences	No	$10,000.00	$21,702

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)
3	**3.6**	Implementation and expansion of data collection and analysis systems such as Illuminate	No	$19,000.00	$18,095
3	**3.7**	Coordinate and implement trainings for classified staff	No	$7,000.00	$36,463
3	**3.8**	Coordinate and Develop Teacher Capacity for Technology Integration	No	$0.00	$0
3	**3.9**	Comprehensive Professional Development Plan	No	$0.00	$0
3	**3.10**	Increased Staff Collaboration Time	No	$0.00	$0
4	**4.1**	Facilities Master Plan	No	$0.00	$0.00
4	**4.2**	Deferred Maintenance Plan	No	$0.00	$0.00
4	**4.3**	Comprehensive Safety Plan	No	$0.00	$0.00
4	**4.4**	Orinda USD Budget Development Process	No	$0.00	$0.00
4	**4.5**	Resource Allocation	No	$0.00	$0.00
4	**4.6**	Advocacy and Community Outreach	No	$0.00	$0.00
4	**4.7**	Local Parcel Tax Advocacy	No	$0.00	$0.00
4	**4.8**	Expanded use of the Wagner Ranch Nature Area	No	$0.00	$0.00

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)
$175,378	$174,271.00	$121,335.00	$52,936.00	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**	English Language Development Teacher	Yes	$156,771.00	101,554		
1	**1.7**	English Learner Family Engagement	Yes	$1,000.00	0		
1	**1.15**	Summer Support for Students	Yes	$16,500.00	19,781		
2	**2.4**	Student Safety Training and Support of Unduplicated Students	Yes	0	0		

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)
$23,958,702	$175,378	0%	0.73%	$121,335.00	0.00%	0.51%	$54,043.00	0.23%

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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