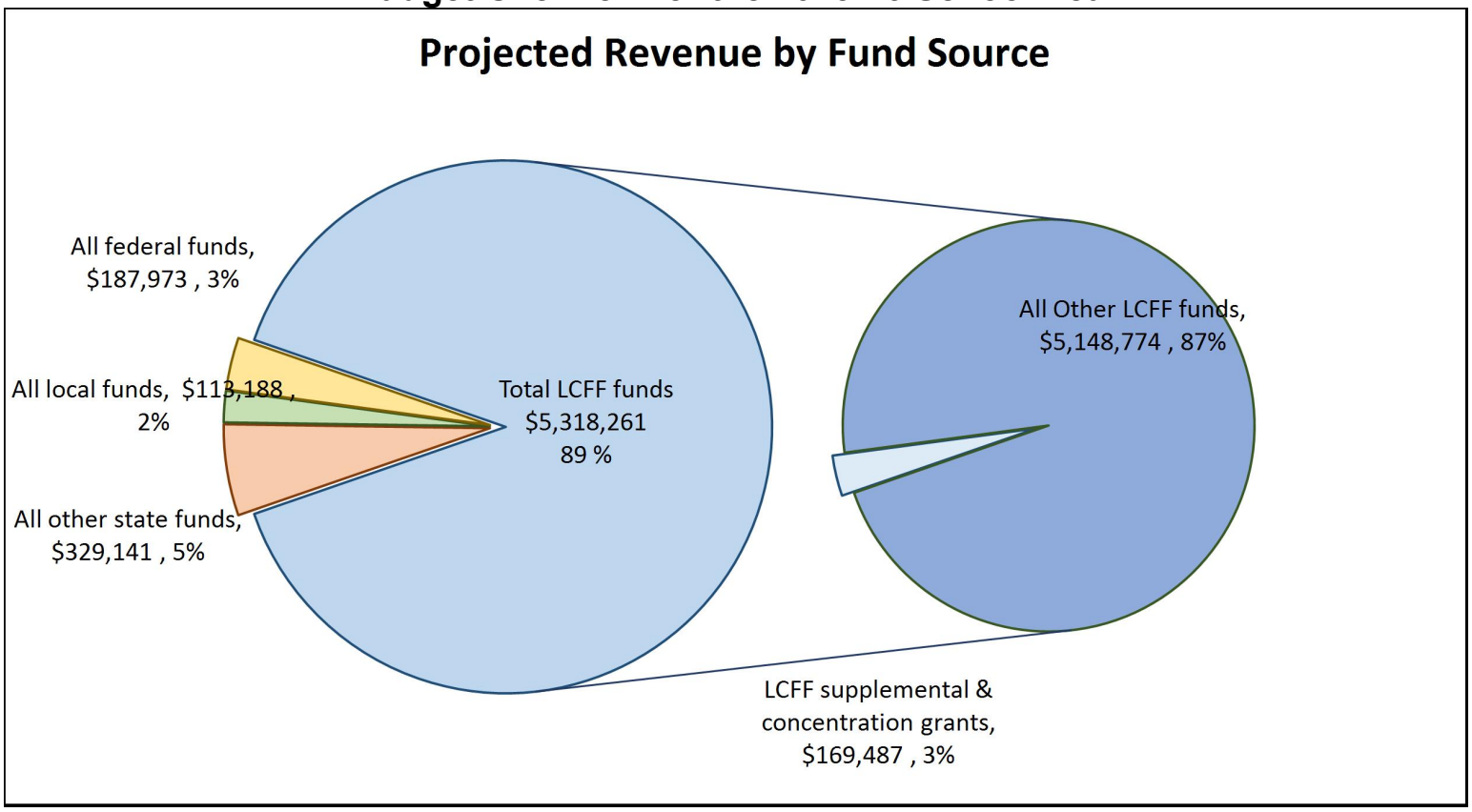
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Point Arena Joint Union High School District
CDS Code: 23-655990000000
School Year: 2025-26
LEA contact information:
Marc E. Feliz
Principal
mfeliz@pauhs.org
707.734.3425

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 2025-26 School Year

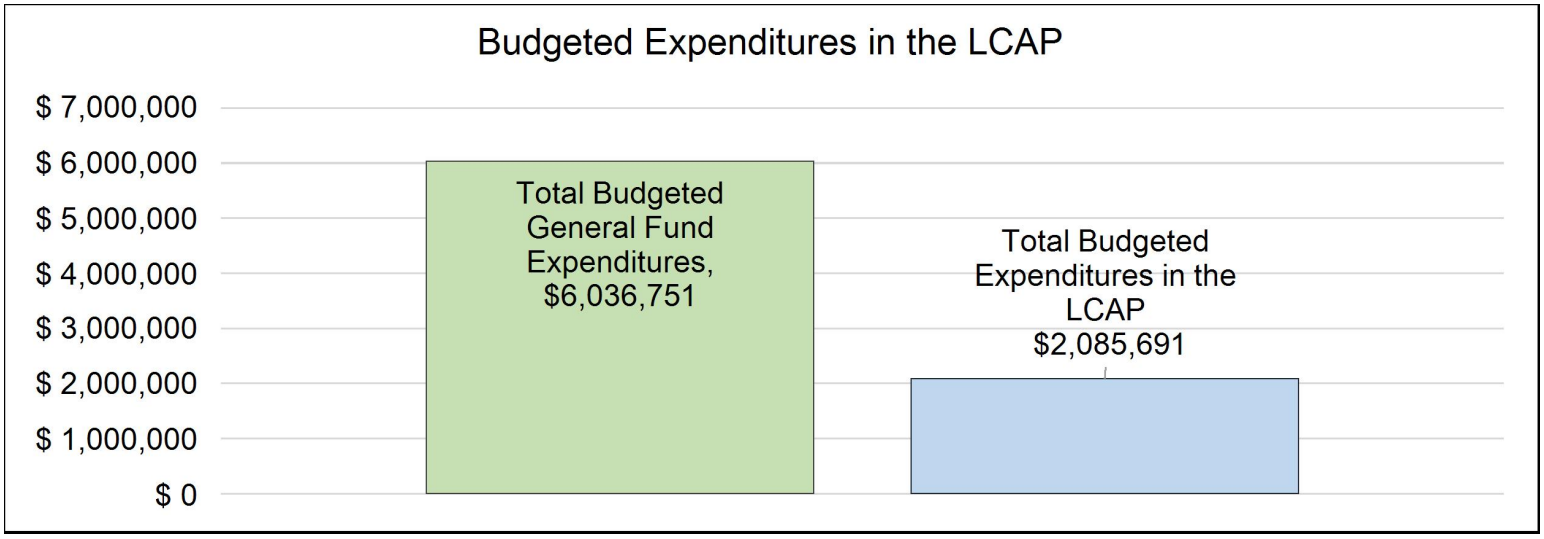


This chart shows the total general purpose revenue Point Arena Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Point Arena Joint Union High School District is $5,948,563.19, of which $5,318,261 is Local Control Funding Formula (LCFF), $329,140.69 is other state funds, $113,188.25 is local funds, and $187,973.25 is federal funds. Of the $5,318,261 in LCFF Funds, $169,487 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 Point Arena Joint Union High School District plans to spend for 2025-26. 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: Point Arena Joint Union High School District plans to spend $6,036,751.38 for the 2025-26 school year. Of that amount, $2,085691.48 is tied to actions/services in the LCAP and $3,951,059.9 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

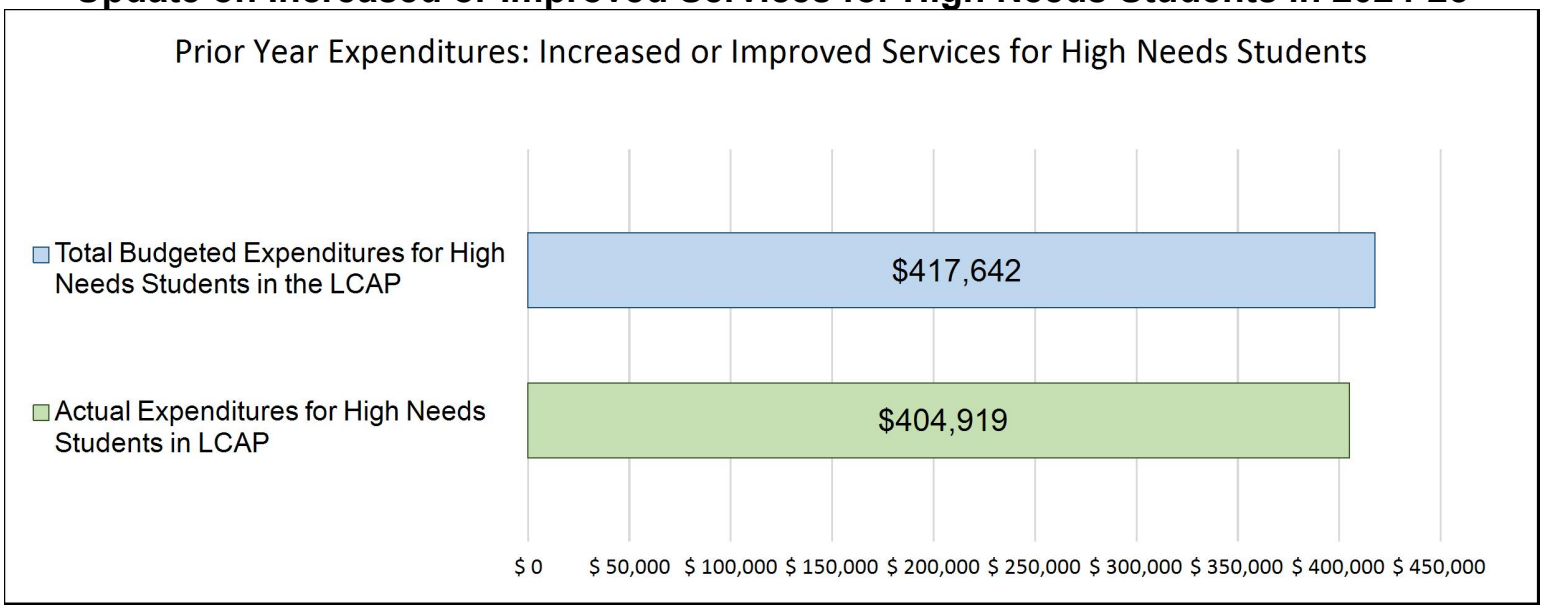
Total General Fund expenditures not included in the LCAP is approximately $3.95M, comprised of salaries and benefits for base subjects as well as for classified and administrative staff (approximately $1.93M), general overhead, clerical, maintenance/janitorial, utility, and other site expenses (approximately $986k), contributions to other funds (ie. cafeteria, facilities, deferred maintenance, and pupil transportation, etc.) (approximately $370k), contributions to other resources within the general fund (ie. special education, transportation, etc.) (approximately $1.1M) (note: these are not 'expenditures'), and Point Arena High School's portion of District Office expenses (approximately $667k).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Point Arena Joint Union High School District is projecting it will receive $169,487 based on the enrollment of foster youth, English learner, and low-income students. Point Arena Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Point Arena Joint Union High School District plans to spend $364,941.99 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Point Arena Joint Union High 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 Point Arena Joint Union High 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 2024-25, Point Arena Joint Union High School District's LCAP budgeted $417,642.20 for planned actions to increase or improve services for high needs students. Point Arena Joint Union High School District actually spent $404,918.77 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $12,723.429,999,999,993 had the following impact on Point Arena Joint Union High School District's ability to increase or improve services for high needs students:

Total estimated actual expenditures is slightly less than budget for high needs students (~3%) primarily due to lower salary & benefit related expenditures for intervention time and Early Release sessions based on staffing step/column changes. Therefore, overall, the related services were still present as mid-summer and/or mid-year staffing changes caused the dollar decrease due to the net of new staff members being at a lower step/column relative to budget.



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
Point Arena Joint Union High School District	Marc E. Feliz Principal	mfeliz@pauhs.org 707.734.3425

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Point Arena High School (PAHS) is located on California's West Coast in southern Mendocino County. The district serves students from schools as far south as Stewart's Point in Sonoma County to points just north of Point Arena. It is a rural comprehensive high school that serves a diverse population of students: nearly 60% are Hispanic or Latino; 27% are White; 11% are Native American; 1% Asian and 1% are listed as unknown.

PAHS's current enrollment is 140 students. Located 140 miles north of San Francisco, Point Arena and adjacent communities offer a beautiful place for artisans and poets, has a local theater and programs, offers quaint restaurants and shops, and has a public library. Point Arena is roughly an hour and a half away from any substantial suburbs and shopping districts.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the sources provided, Point Arena High School implements various interventions and programs designed to impact the outcomes of diverse student groups, including English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. Here's how these interventions and programs are described as impacting different areas.

Academic Achievement and College/Career Readiness:
1. The Tier 2 intervention system and the co-enrollment program are designed to lower barriers and provide opportunities for credit recovery for failed courses and credit enrichment for grade improvement in cases of impacted schedules. This system is cited as contributing to over 40% of English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities graduating having met A-G requirements, which was a Desired Outcome target for LCAP from 2021 to 2024.
2. The school's master schedule is designed with a significant focus (82%) on preparing students to qualify college and career ready. At most 90% of the master schedule is intended to meet A-G and college and career readiness outcomes for diverse groups. The sources state that this design was exceeded with 82% of the master schedule dedicated to this.
3. Through dual enrollment programs with local community colleges, local CTE programs, and the Workability program, students are provided the opportunity to qualify college and career ready.
4. With 95% of the student population enrolled in courses aligned with A-G and/or CTE, over 40% of English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities reached the Desired Outcome target of graduating college and career ready.
5. The percentage of Unduplicated Pupils graduating college and career ready has reached a benchmark of 40%, with expected growth over the next three years.
6. The Student Articulation Professional Learning Community (SAPLC) and the Curriculum Adoption and Resource Allocation Professional Learning Community (CARAPLC), guided by Dufour's Corollary Questions, are in their second year of impacting student achievement. Their focus on the nexus between A-G and CTE offerings, specifically considering the needs of English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities, is seen as contributing to progress in implementing academic standards and providing a "high-leverage, viable and guaranteed A-G/CTE curriculum experience for all students".

CTE Completion:
1. With 95% of the student population enrolled in CTE-aligned courses, the school reports reaching the LCAP target for English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities completing at least one CTE class. Over 45% of these students achieved this Desired Outcome.
2. The re-branding of CTE courses to culminate in a Capstone offering resulted in the first group of 12 CTE pathway "Completers" in the 23.24 school year. 95% of the student population is enrolled in at least one CTE pathway.
3. In 24.25, 15 seniors were CTE pathway Completers (47% of seniors graduated College and Career Ready). Again, for the second year in a row, 95% of the student population is enrolled in at least one CTE pathway.

Chronic Absenteeism:
1. In 23.24, the chronic absenteeism rates were reported for various groups, including 45.1% for All Students, 45.5% for Hispanic Students, and 41.7% for student with special needs.
2. In 24.25, the chronic absenteeism rates were reported for various groups, including 58.5% for All Students, 57.1% for Hispanic Students, and 48.1% for student with special needs.
3. To address this, the overall Tier I system has implemented a mechanism for exporting learning into the home through a hybrid model where 20% of curriculum is prepared for home delivery.
4. The Tier 1 system is now set to trigger intervention when a student shows patterns of absenteeism (3 or more days), with Tier 2 operators initiating curriculum exportation and home visits before chronic absenteeism becomes entrenched. The Student Attendance Review Team

(SART) at the local level and the Student Attendance Review Board (SARB) at the Mendocino County level are also targeted intervention mechanisms that will be weighed and measured for effectiveness.
5. Feedback indicates that high-leverage actions at the staff level, such as providing Spanish-speaking para educators, have led to positive quantitative outcomes including attendance data and non-chronic absenteeism data for Hispanic students.

Suspension Rates and School Climate:
1. In 23.24, the Suspension Rate was 6.3% for All Students, 4.9% for Hispanic Students and 3.8% for students with special needs. This is attributed to maintaining positive behavior interventions and support (PBIS) and restorative practices, as well as using a culturally responsive model to leverage diverse student groups, which has shown positive results.
2. In 24.25, the Suspension Rate was 11.3% for All Students, 14% for Hispanic Students and 10.7% for students with special needs. The 14% for Hispanic Students puts said student group in the low performing (red) category. However, the Point Arena High School population is approximately 70% Hispanic. Though an uptick from 24.25, there were zero assaults, zero mutual combats, and the Native American Suspension Rate was zero: this is attributed to maintaining positive behavior interventions and support (PBIS) and restorative practices, as well as using a culturally responsive model to leverage diverse student groups, which has shown positive results. The increase in the Suspension Rate was caused by our Zero Tolerance for Racial Slurs and post-Diversion Program 2nd-time vape offenders.
3. For both 23.24 and 24.25, the coordination of the MTSS mechanism, the PBIS mechanism, and the progressive discipline mechanism between the mental-health counseling system, the Student Articulation PLC, and administration is linked to improved school climate metrics. Perceived School Safety saw a 25% positive increase, and No Fear of Getting Beaten Up was reported by 97% of students, due to this coordination.
4. During the 23.24 and the 24.25 school years, there were more MTSS counseling and administrator interventions than home suspensions for English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities. These diverse groups also reported High ratings on the California Healthy Kids Survey two years in a row. The school plans to continue refining the connection between the PBIS system, the MTSS system, and the progressive-discipline system in 25.26.

English Learner Progress:
1. During the 23.24 school year, 12 out of 20 English Learners were re-designated fluent in English. The school reported that 33% of English Learners were re-designated as RFEP coming into the 23.24 school year.
2. In 23.24, 100% of 9th graders were Lvl 1 (oral) and 100% Lvl 1 (written). 80% of 10th graders were Lvl 1 (oral) and 20% Lvl 2 (oral); 80% of 10th graders were Lvl 1 (written) and 20% Lvl 2 (written). 100% of 11th graders were Lvl 3 (oral) and 100% Lvl 2 (written). 100% of 12th graders were Lvl 4 (oral) and 100% were Lvl 2 (written).
3. In 24.25, 100% of 9th graders were Lvl 4 (oral), 50% LVL 2 (written), and 50% Lvl 3 (written). 50% of 10th graders were Lvl 1 (oral) and 50% Lvl 2 (oral); 50% of 10th graders were Lvl 1 (written) and 50% Lvl 2 (written). 66% of 11th graders were Lvl 1 (oral) and 33% Lvl 3 (oral); 83% of 11th graders were Lvl 1 (written) and 16% Lvl 3 (written). 50% of 12th graders were Lvl 1 (oral) and 50% Lvl 4 (oral); 50% of 12th graders were were Lvl 1 (written) and 50% Lvl2 (written).
4. The implementation of a site-based Student Services Coordinator (SSC) position replaced the ELD/ELPAC specific coordinator at the high school level. The SSC added oversight and articulation capacity across various programs, including English Learner programs, and ensured the EL program operated at full capacity.
5. The SSC met with English Learners in small groups, provided targeted language development support, and offered teacher training and student support for ELPAC preparation.

6. The school is committed to implementing high-leverage communication systems that bridge the English-language barrier between 55% of the population and the school system. This includes providing Spanish-language interpreters in classrooms, at the front desk, in ELAC/DELAC, and via ParentSquare. Providing Spanish-speaking para educators is another strategy implemented through the professional learning community process. Developing relationships and grass-roots leadership through the ELAC/DELAC PLC partnership has led to positive outcomes for Hispanic students.

Parent and Family Engagement:
1. Point Arena High School provides monthly and quarterly professional learning community meetings, including DELAC and NAEAC, which have parent and community outreach as their aim.
2. Educational partners' attendance at DELAC and NAEAC to support English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities is increasing. Administration has increased meeting frequency with DELAC and NAEAC.
3. Overall, for both 23.24 and 24.25, parent engagement via ParentSquare was 97%, indicating most families are informed educational partners.
4. The focus areas for both 223.24 and 24.25 include improving communication with educational partners, including strategies that eliminate language and cultural barriers, enhancing opportunities for partnership, and increasing parent engagement tracking for diverse groups to improve outreach.
5. The Parent and Community Outreach Professional Learning Community (PCOPLC) focuses on Dr. Joyce Epstein's framework for six types of parent involvement to develop school and family partnership programs. This framework includes strategies like providing language translators, offering parent education, sharing information on how to help students at home with learning, and involving families in decision-making through advisory councils.
6. The school continues to foster communications through various channels, including educational partner meetings, DELAC and NAEAC meetings, newsletters in English and Spanish, surveys, and ParentSquare. They also maintain important community liaison positions, such as the Native American Liaison and ELAC/DELAC Coordinator, to support diverse groups.
7. The school rates its measured progress for both 23.24 and 24.25 in various aspects of partnering with families, including providing professional learning and support to staff, providing families with information and resources, implementing policies for meetings, supporting families in understanding their rights, building capacity for engagement in advisory/decision-making, providing input opportunities, and working together to plan activities, as 4 – Full Implementation.

Access to a Broad Course of Study:
1. The SAPLC and CARAPLC plan and implement the master schedule, considering the needs of English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities based on various data sources and recommendations.
2. Every pupil, including diverse student groups, has sufficient access to standards-aligned instructional materials.
3. English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities have access to both A-G classes and CTE classes. At least one CTE pathway is offered to these groups.
4. At least 10% of the master schedule is designed as a recursive mechanism to meet the intervention needs of all student groups on their quest for grade-level proficiency.

Learning Recovery Emergency Block Grant (LREBG):

LREBG funds are used within the Goal and the Action of (1.1) - specifically for tutoring additional duty salary & benefits ($12,396), for Credit Recovery salary & benefits ($24,051), and for NWEA MAP testing services ($2,175). The rationale for spending LREBG funds within LCAP Goal and Action (1.1) on Tutoring, Credit Recovery and NWEA MAP testing is because Tutoring and Credit Recovery provides all unduplicated student populations with one-on-one and small group support to target specific areas of need to help close the achievement gap, especially for our EL and Hispanic student population. MAP testing enables our LEA to assess progress and measurable outcomes amongst our unduplicated student populations as well. Tutoring falls within LREBG Allowable Use (B.i.), "Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff". Credit Recovery falls within LREBG Allowable Use (D), "Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility". MAP testing falls within LREBG Allowable Use (E), "Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning". For an explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment, please refer to the "Metric" and "Baseline" explanations, as well as the "Scope" section of this Goal and Action.

In summary, Point Arena High School has implemented a range of targeted interventions and broader systemic approaches, including layered academic and behavioral support systems, dedicated personnel for specific student populations, language support, culturally responsive practices, strategic master schedule design, and structured parent and community engagement efforts. These programs and interventions are described as contributing to positive outcomes, including meeting A-G requirements for graduation, achieving college and career readiness targets, increasing CTE completion rates, reducing suspensions, improving school climate and safety, facilitating English Learner reclassification, and enhancing family engagement, particularly for diverse student groups. While chronic absenteeism remains a challenge with varying rates among different groups, specific interventions are being deployed to address it.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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.

Point Arena High School

Support for Identified Schools

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

Even though Point Arena High School qualified out of CSI in 23.24 because of a declining Suspension Rate (down 7.9%), we have continued to operate and monitor the expanded NWEA MAP testing (writing and language usage). We have continued to operate and monitor the systemic district and site-wide MTSS process offering tiered levels of support and interventions for all students' academic needs, in particular second language learner students who are struggling academically. We have continued to operate and monitor the mechanisms and processes associated with the Academic Support Team model (AST) and the Student Study Team model (SST) through our Aeries LMS. We have continued to operate and monitor the Tier 2 targeted intervention summer school program in math, reading and a - g graduation requirements for students with identifiable learning gaps.

Monitoring and Evaluating Effectiveness

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

Point Arena High School, despite improving its suspension rate and qualifying out of Comprehensive Support and Improvement (CSI), has a site-based team, the CARAPLC, tasked with significant curriculum and resource allocation responsibilities. This team is focused on implementing a Multi-Tiered System of Support (MTSS) and a graduation pathway to specifically support various student groups, including English Learners, McKinney-Vento students, socioeconomically disadvantaged students, foster youth, and students with disabilities. The CARAPLC will also continue to monitor existing third-party resources and evaluate any new tools based on specific criteria, such as research basis and successful implementation in other California districts. The overarching goal is to ensure that all external providers meet rigorous partnership standards established by the school.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee/District English Learner Advisory Committee PLC Partnership (ELAC/DELAC)	This briefing document summarizes the key themes and information presented in the provided excerpts from "English Learner Advisory Committee Partnerships and Outreach." The document focuses on the English Learner Advisory Committee/District English Learner Advisory Committee (ELAC/DELAC) partnership at Point Arena. Main Themes and Key Ideas: The excerpts highlight Point Arena's commitment to supporting English Learners (ELs) and other vulnerable student populations through robust ELAC/DELAC partnerships and comprehensive outreach initiatives. The primary focus is on fostering communication, providing language access, and engaging parents and the community in the educational process. Most Important Ideas/Facts: 1. Provision of Spanish-Language Interpreters: A crucial aspect of Point Arena's support system is the widespread availability of Spanish-language interpreters. This demonstrates a direct effort to bridge communication gaps and ensure accessibility for Spanish-speaking parents and community members. Quote: "Point Arena provides Spanish-language interpreters in the classrooms, at the front desk, in ELAC/DELAC, and as a consideration attached to ParentSquare." 2. Regular Parent and Community Professional Learning Community (PLC) Meetings: Point Arena High School actively engages parents

Educational Partner(s)	Process for Engagement
	and community members through consistent professional learning opportunities. This suggests a commitment to educating and empowering these stakeholders to better support their students. Quote: "Point Arena High School provided monthly and quarterly professional learning community meetings for parents and community members." 3. Structured DELAC Organizational Plan with Outreach Focus: The existence of a defined DELAC organizational plan with a specific aim of parent and community outreach underscores the intentionality behind Point Arena's efforts to connect with these groups. This indicates a strategic approach rather than sporadic initiatives. Quote: "We had a DELAC organizational plan, wherein, parent and community outreach were the aim." 4. Compliance with State and Institutional Guidelines: Point Arena operates within established guidelines, ensuring that their ELAC/DELAC activities and related outreach initiatives are compliant and likely meet specific standards for supporting ELs. Quote: "All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon." 5. Regular Administrative Meetings with DELAC and NAEAC: High-level support and engagement from administration are evident through consistent meetings with both DELAC and NAEAC. This demonstrates that the needs of ELs and other targeted student groups are being addressed at the administrative level. Quote: "Administration met with DELAC and NAEAC 4 times each in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities." 6. Support for Multiple Student Populations: The administrative meetings and by extension the work of DELAC and NAEAC are not solely focused on ELs. They also encompass support for students qualifying as McKinney-Vento, socioeconomically disadvantaged, foster youth, and students with disabilities, indicating a comprehensive approach to supporting vulnerable student groups. Conclusion: The provided excerpts highlight Point Arena's dedication to creating a supportive environment for English Learners and other at-risk

Educational Partner(s)	Process for Engagement
	students. Through dedicated language access, consistent parent and community engagement, a structured outreach plan, and administrative support, Point Arena is actively working to ensure compliance and provide targeted assistance to these populations. The emphasis on regular communication and collaboration between administration, DELAC, and NAEAC signifies a commitment to addressing the diverse needs of their student body.
Native American Educational Advisory Committee PLC Partnership (NAEAC)	This briefing document summarizes the key themes and ideas presented in the excerpt from "Point Arena High School NAEAC Partnership." Main Theme: The central theme of this excerpt is the establishment and operation of a partnership between Point Arena High School and the Native American Educational Advisory Committee (NAEAC) to support specific student populations. Most Important Ideas/Facts: 1. Partnership Model: Point Arena High School has actively engaged with the NAEAC through a structured "NAEAC organizational plan." 2. Community Engagement: A primary goal of the NAEAC partnership was "parent and community outreach." 3. Professional Learning Communities (PLCs): The high school facilitated "monthly and quarterly professional learning community meetings for parents and community members" as part of this partnership. 4. Compliance and Guidelines: The partnership operated "within the compliance manifest either within the state guidelines or institutional guidelines agreed upon," indicating a formal and regulated structure. 5. Administrative Involvement: School administration demonstrated active support for the NAEAC, meeting with the committee "four times in 24.25." 6. Targeted Support: The NAEAC partnership and administrative meetings were specifically focused on supporting several distinct student populations: English Learners,

Educational Partner(s)	Process for Engagement
	Students qualifying as McKinney-Vento (experiencing homelessness or housing instability), Students qualifying as socioeconomically disadvantaged, Foster youth, Students with disabilities Quote: The core purpose of the partnership is clearly stated in the excerpt: "...parent and community outreach were the aim." Summary: The excerpt highlights a proactive effort by Point Arena High School to partner with the NAEAC to improve educational outcomes for specific student groups. The partnership utilizes professional learning communities and administrative collaboration within a framework of compliance to achieve its goals of parent and community engagement and targeted support for vulnerable student populations.
Site Council PLC Partnership	Key Themes and Most Important Ideas/Facts: This source provides a brief overview of initiatives undertaken by the Point Arena High School Site Council during the 2024-2025 academic year, focusing primarily on their efforts in professional learning communities (PLCs) and targeted student support. Main Points: 1. PLC Partnership with Parents and Community: A central initiative involved establishing a "Site Council PLC Partnership." This highlights the Site Council's active role in engaging with the broader school community through the structure of professional learning communities. Regular Meetings for Parent and Community Engagement: The source explicitly states that Point Arena High School facilitated "monthly and quarterly professional learning community meetings for parents and community members." This indicates a consistent and structured approach to bringing these stakeholders together. 2. Site Council Organizational Plan Focused on Outreach: The Site Council operated with "organizational plans, wherein, parent and community outreach were the aim." This underscores that engagement with these groups was a stated objective and not a tangential activity.

Educational Partner(s)	Process for Engagement
	3. Compliance with Guidelines: All Site Council operations were conducted "within the compliance manifest either within the state guidelines or institutional guidelines agreed upon." This emphasizes adherence to relevant regulations and internal agreements. 4. Administration Support for Site Council and Targeted Student Groups: Administration actively collaborated with the Site Council, meeting "four times in 24.25" specifically to "support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities." This indicates a focus on addressing the needs of specific, often vulnerable, student populations. Significant Facts and Figures: 1. Frequency of PLC Meetings: Monthly and quarterly meetings were held for parents and community members. 1. Frequency of Administration/Site Council Meetings: Administration met with the Site Council four times during the 2024-2025 academic year. 3. Targeted Student Groups Supported: English Learners, McKinney-Vento students, socioeconomically disadvantaged students, foster youth, and students with disabilities. Key Quotes: 1. "Point Arena High School provided monthly and quarterly professional learning community meetings for parents and community members." 2. "We had Site Council organizational plans, wherein, parent and community outreach were the aim." 3. "All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon." 4. "Administration met with Site Council four times in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities." Overall Assessment: This excerpt demonstrates that the Point Arena High School Site Council in 2024-2025 actively pursued strategies to involve parents and the community through a PLC framework. A key focus of their

Educational Partner(s)	Process for Engagement
	work, supported by administration, was directed towards improving outcomes and providing support for specific student populations with identified needs. The emphasis on compliance suggests a commitment to operating within established guidelines. This source provides a snapshot of the Site Council's operational activities and strategic priorities during this period.
WASC Home Group PLC Partnership	Key Themes and Important Ideas/Facts: The provided excerpts detail Point Arena High School's structured approach to utilizing their WASC (Western Association of Schools and Colleges) accreditation process as a framework for ongoing professional development and targeted support for specific student populations. The central theme is the integration of the WASC Action Plan into their professional learning community (PLC) structure. Key Findings: 1. WASC as the Core of PLC Meetings: Point Arena High School explicitly uses the "lens of our WASC Action Plan" to guide their "monthly and quarterly professional learning community meetings." This indicates that the WASC process is not merely an accreditation exercise but a driving force behind their ongoing professional development and strategic planning. 2. Broad Participation in PLCs: The professional learning community meetings are designed to include a wide range of school stakeholders, including "teachers, principals, administrators, other school personnel, and local bargaining unit members." This inclusive approach suggests a collaborative effort towards addressing school improvement goals as defined by the WASC Action Plan. 3. Targeted Support for Vulnerable Student Populations: Administration actively engages with the "WASC Home Group PLC" to specifically focus on supporting certain student groups. The source states that administration met with this group "twenty times in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities." This highlights a commitment to using

Educational Partner(s)	Process for Engagement
	the WASC framework to address the needs of specific, often underserved, student populations. 4. Emphasis on Compliance: The operational framework of these activities is firmly rooted in adherence to regulations. The excerpt notes that "All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon." This indicates a commitment to ensuring that their WASC-driven initiatives are carried out in accordance with relevant legal and institutional requirements. 5. Outreach as an Aim: The WASC organizational plans included "outreach" to the various stakeholder groups (teachers, principals, administrators, other school personnel, and local bargaining unit members). This suggests an effort to actively engage and inform these groups about the WASC process and its related initiatives. In-depth Analysis and Quotes: The excerpts clearly demonstrate a deliberate and systematic approach to leveraging the WASC accreditation process for school improvement. 1. The explicit mention of using the WASC Action Plan as the guiding principle for their professional learning communities is a significant takeaway. This suggests a purposeful integration rather than a superficial use of the accreditation process. 2. The frequency of administrative meetings with the WASC Home Group PLC specifically focused on vulnerable student populations (twenty times in the 24-25 period) underscores the importance placed on these groups within their WASC action plan. This demonstrates a tangible commitment to addressing equity and support for students with specific needs. The quote, "Administration met with the WASC Home Group PLC twenty times in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities," is particularly impactful in illustrating this focus. 3. The inclusion of various stakeholder groups in the PLC meetings ("teachers, principals, administrators, other school personnel, and local bargaining unit members") suggests a collaborative effort towards achieving the goals outlined in the WASC Action Plan. This

Educational Partner(s)	Process for Engagement
	broad participation can lead to more comprehensive and sustainable school improvement efforts. 4. Finally, the emphasis on compliance ("All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon") ensures that their WASC-driven initiatives are conducted within the established legal and regulatory frameworks. Conclusion: The provided excerpts indicate that Point Arena High School is actively utilizing its WASC accreditation process as a robust framework for professional development, collaborative planning, and targeted support for specific student populations. The integration of the WASC Action Plan into their PLC structure and the frequent focus on vulnerable student groups highlight a commitment to continuous improvement and equitable outcomes within a compliant operational environment.
Student Leadership PLC Partnership	This brief summarizes the key themes and important information presented in the provided excerpt from "Point Arena High School Student Leadership." Main Theme: The primary theme of the excerpt is the structure and purpose of Point Arena High School's student leadership program, emphasizing its integration with school improvement goals (WASC Action Plan) and its focus on student outreach, particularly for diverse and vulnerable student populations. Key Ideas and Facts: 1. Structure and Frequency: Point Arena High School's leadership program incorporates daily community meetings for students. This suggests a consistent and integrated approach to student leadership development. 2. Guiding Frameworks: The program operates through the "lens of our WASC Action Plan and the collective goals of our Associate

Educational Partner(s)	Process for Engagement
	Student Body (ASB)." This highlights a deliberate connection between student leadership activities and the school's overall strategic objectives for improvement. 3. Organizational Aim: "We had ASB organizational plans, wherein, student outreach was the aim." This explicitly states that a core purpose of the ASB's organizational structure is to engage with and connect with the wider student body. 4. Compliance: The program operates within established guidelines: "All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon." This indicates a commitment to adhering to relevant regulations and school policies. 5. Administrative Support and Focus on Diverse Populations: "Administration met with the ASB PLC 10 times in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities." This is a significant detail, demonstrating direct administrative involvement and a specific focus on utilizing the ASB and student leadership to support traditionally underserved student groups. The frequency of these meetings (10 times) suggests a dedicated effort in this area. Summary of Key Takeaways: Point Arena High School's student leadership program is a structured initiative that holds daily community meetings. It is strategically aligned with the school's WASC Action Plan and ASB goals, with a primary focus on student outreach. The program operates in compliance with relevant guidelines and receives significant administrative support, particularly aimed at leveraging student leadership to assist and engage with English Learners, McKinney-Vento students, socioeconomically disadvantaged students, foster youth, and students with disabilities.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Executive Summary:
Point Arena High School demonstrates a strong commitment to engaging educational partners, particularly parents and the wider community, through a variety of structured professional learning communities (PLCs) and outreach initiatives. These partnerships are strategically aligned with school improvement goals, notably the WASC Action Plan, and are heavily focused on providing targeted support for vulnerable student populations including English Learners (ELs), McKinney-Vento students, socioeconomically disadvantaged students, foster youth, and students with disabilities. The feedback gathered through these partnerships is actively influencing the development and refinement of the Local Control and Accountability Plan (LCAP), with a significant emphasis on improving communication, language access, and strategic outreach efforts.

Main Themes:
1. Comprehensive Educational Partner Engagement: Point Arena High School utilizes multiple avenues for engaging parents, community members, students, and staff, including established committees like DELAC, NAEAC, and Site Council, as well as integrated PLCs aligned with their WASC Action Plan and student leadership programs.
2. Targeted Support for Vulnerable Student Populations: A consistent and prominent theme across all sources is the dedicated focus on supporting English Learners and other at-risk student groups (McKinney-Vento, socioeconomically disadvantaged, foster youth, students with disabilities) through these partnerships and administrative collaboration.
3. Strategic Integration of PLCs: Professional Learning Communities are a central mechanism for facilitating engagement, knowledge sharing, and strategic planning, often operating under the "lens" of the WASC Action Plan or other organizational goals.
4. Prioritization of Communication and Language Access: Bridging communication gaps, particularly for Spanish-speaking families, is a high priority, evidenced by the provision of interpreters and the focus on improving communication systems.
5. LCAP Development Driven by Educational Partner Feedback: The LCAP is a dynamic document that is directly shaped by the feedback and insights gathered through the various educational partner partnerships.

Most Important Ideas/Facts:
1. Language Access is a High Leverage Strategy: Point Arena High School recognizes the critical need for language access to effectively engage its diverse population. The provision of Spanish-language interpreters is a key component of their communication strategy.
Quote: "Point Arena provides Spanish-language interpreters in the classrooms, at the front desk, in ELAC/DELAC, and as a consideration attached to ParentSquare."
2. PLCs are the Foundation for Engagement: Regular and structured PLC meetings for parents and community members (monthly and quarterly) are a core strategy for fostering engagement and professional development.
Quote: "Point Arena High School provided monthly and quarterly professional learning community meetings for parents and community members."
3. Organizational Plans Drive Outreach: Committees and groups like DELAC, NAEAC, and Site Council operate with explicit organizational plans that have "parent and community outreach" as a stated aim, demonstrating intentionality in their engagement efforts.
Quote: "We had DELAC, NAEAC, Site Council, and WASC organizational plans, wherein, parent and community outreach were the aim."
4. Administrative Support is Consistent and Focused: Administration actively engages with educational partner groups, particularly those focused on vulnerable student populations. Meeting frequency with DELAC and NAEAC increased from twice in 22.23 to four times in 24.25, with plans for twice per quarter in 24.25 for a total of six meetings. Administration met with the WASC Home Group PLC twenty times and the ASB PLC ten times in 24.25, with a specific focus on supporting the identified vulnerable student groups in all these meetings.

Quote: "Administration met with DELAC and NAEAC four times in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities."
Quote: "Administration met with the WASC Home Group PLC twenty times in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities."
Quote: "Administration met with the ASB PLC twenty times in 24.25 to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities."
5. Compliance is a Guiding Principle: All educational partner activities and initiatives operate within established state and institutional guidelines, ensuring a regulated and formal structure.
Quote: "All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon."
6. LCAP Focus Areas Shaped by Feedback: Feedback, particularly from ELAC/DELAC, highlights the need for improved communication systems, enhanced opportunities for family and community partnership in learning, and stronger college and career opportunities.
Quote: "A common theme stemming, specifically, from the ELAC/DELAC PLC partnership, is the District's commitment to implement high-leverage communication systems that bridge the English-language barrier between 55% of the population and the English-first language reality of the school system."
7. Epstein's Framework for Parent Involvement: Point Arena High School plans to implement Dr. Joyce Epstein's framework for defining six types of parent involvement starting in 24.25 through the new Parent and Community Outreach Professional Learning Community (PCOPLC). This demonstrates a commitment to a structured and evidence-based approach to developing school and family partnerships.
8. Emphasis on DuFour's Four Corollary Questions: The Professional Learning Community strategy at Point Arena High School is explicitly tied to DuFour's Four Corollary Questions about student proficiency, assessment, intervention, and enrichment, highlighting a focus on using collaboration to improve student outcomes.
9. High Parent Engagement via ParentSquare: Point Arena High School has a high rate of parent engagement (97%) through ParentSquare, indicating a significant level of families being informed educational partners.
10. Increased Administrative Meetings with DELAC and NAEAC: The planned increase in administrative meetings with DELAC and NAEAC (twice per quarter in 25.26) signals a strengthened commitment to addressing the needs of the student populations represented by these committees.

LCAP Influence and Future Direction:
The provided sources clearly indicate that educational partner feedback is a driving force behind the LCAP's focus areas. The emphasis on improving communication, language access, and targeted support for vulnerable students is a direct result of insights gained through the various PLC and committee partnerships. The implementation of strategies like providing Spanish interpreters, developing organizational outreach plans, and the planned use of Epstein's framework demonstrate tangible actions taken based on this feedback. The commitment to regularly vetting LCAP iterations through educational partner PLCs using tools like Google Forms for feedback synthesis further solidifies this influence.

Future plans outlined include increasing parent engagement tracking to better target outreach to specific families, designing tactics to encourage broader participation in events, and promoting partnerships through recursive messaging. The continued reliance on the PLC strategy, guided by DuFour's questions, underscores a sustained approach to using collaborative inquiry to inform LCAP goals and implementation and ultimately close achievement gaps.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Build an educational system that gives each and every student a high quality education where they can pursue their own future and make positive contributions in their global communities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed in coordination with the District's Strategic Plan: 1) provide a strong aligned 9-12 curriculum based on Common Core Standards, Career and Technical Education (CTE) competencies, and Social Emotional Learning (SEL); 2) eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the Google Classroom project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility; 3) enrich and pair technology with high-quality instruction, learning, and accountability for all students; 4) articulate and facilitate student transition, growth, and achievement from middle school through the entire high school experience with a high level of fidelity.; 5) provide effective CTE- and Workability-pathways regardless of our small-rural school status; and 6) implement key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support not only the specific needs of our English Language Learners but also the general needs of all our student populations to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Core Subject Areas In order to eliminate educational barriers and	A. 40% of All students met A-G requirements and were college and career ready.	A. 62% of All students met A-G requirements and		A. 46% of All students will meet A-G requirements	A. Because 62% of All students met A-G requirements and were college

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	expand access to educational programs focused on engagement and rigor for every student, all students will have 100% access to the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility. Through this guaranteed access, all students will have 100% access to courses that satisfy the requirements for entrance to the University of California and the California State University and 100% access to courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education	B.100% of English Learner students met A-G requirements and are college and career ready. A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. All Students * Baseline: Math (31) Reading (34) Language Usage (41.2) * Growth: Math (41.5) Reading (37) Language Usage (43) B. English Learner Students * Baseline: Math (31) Reading (34) Language Usage (41.2) * Growth: Math (41.5) Reading (37) Language Usage (43) A. 0% of 9th Grade students met CAASPP Interim Assessment Completion Percentage.	were college and career ready. B. 100% of English Learner students met A-G requirements and are college and career ready. A. 62% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. All Students *Baseline: Math (45) Reading (42) Language Usage (55) *Growth: Math (41.5) Reading (37) Language Usage (43) B. English Learner Students *Baseline: Math (28.5) Reading (29) Language Usage (1)		and be college and career ready. B. Maintain 100% of English Learner students meeting A-G requirements and maintaining college and career readiness. A. 51% of all students will complete at least one CTE class and, therefore, complete the SEL menu. A. All students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (winter administration) algorithm. B. English Learner students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (winter	and career ready, we reset our goal to 68%. B. Maintain 100% of English Learner students meeting A-G requirements and maintain college and career readiness. A. Because 62% of all students completed at least one CTE class and, therefore, completed the SEL menu, we reset our goal to 68%. A. Because All students exhibited 6% or more growth through MAP baseline (fall administration) versus MAP growth (winter administration) algorithm, we reset our goal to 12%. B. Because English Learner students exhibited 6% growth through

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards and frameworks. Thus, the percentage of graduating students completing an A-G aligned Common Core Standards based course profile and at least one CTE pathway will be measured for growth, and students, parents, and teachers will be surveyed for quality control. In order to implement and monitor key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support not only the specific needs of our English Language Learners and Hispanic Students but also the general needs of all our student populations to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career, the percentage of	B. 0% of 10th Grade students met CAASPP Interim Assessment Completion Percentage. C. 0% of 11th grade students met CAASPP Interim Assessment Completion Percentage. D. 100% of 11th Grade students met Summative CAASPP Summative Assessment Completion Percentage. A. AP Course Completion Total: 7 Students A. Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program: 23%.	*Growth: Math (41.5) Reading (37) Language Usage (43) A. NA of 9th Grade students met CAASPP Interim Assessment Completion Percentage: begins 26.27. B. NA of 10th Grade students met CAASPP Interim Assessment Completion Percentage: begins 26.27. C. NA of 11th Grade students met CAASPP Interim Assessment Completion Percentage: begins 25.26. D. 100% of 11th Grade students met Summative CAASPP Summative		administration) algorithm. A. 95% of 9th Grade students will meet CAASPP Interim Assessment Completion Percentage. B. 95% of 10th Grade students will meet CAASPP Interim Assessment Completion Percentage. C. 95% of 11th Grade students will meet CAASPP Interim Assessment Completion Percentage. D. 95% of 11th Grade students will meet CAASPP Summative Assessment Completion Percentage. A. AP Course Completion Total:	MAP baseline (fall administration) versus MAP growth (winter administration) algorithm, we reset our goal to 12%. A. 0% of 9th Grade students met CAASPP Interim Assessment Completion Percentage, because it starts 26.27. B. 0% of 10th Grade students met CAASPP Interim Assessment Completion Percentage, because it starts 26.27. C. 0% of 11th Grade students met CAASPP Interim Assessment Completion Percentage, because it starts 25.26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students participating to completion in the formative and/or summative Smarter Balanced assessment batteries (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, and Summative Assessments) will be measured for accessibility and disciplinary literacy (i.e., the effects of courses that are not simply English language arts and mathematics). In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, all students will have 100% access to advanced placement courses, and we will measure the percentage of students completing an AP course. Furthermore, we will		Assessment Completion Percentage. A. AP Course Completion Total: 16 Students A. Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program: INC%.		6% increase in total students. A. Students demonstrating college preparedness pursuant to the Early Assessment Program will increase by 6%.	D. 100% of 11th Grade students met CAASPP Summative Assessment Completion Percentage. A. Because we had an AP Course Completion Total of 16 students in 24.25, which is a 128% increase, we have reset our goal for maintaining at least 16 students in AP courses. 23.24 - Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program 23% versus 24.25 total percentage of students who demonstrate college preparedness pursuant to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measure the percentage of students who have passed an advanced placement examination with a score of 3 or higher on the AP examination. In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, students who demonstrate college preparedness pursuant to the Early Assessment Program will measured for growth. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness Report from Aeries Analytics 3. The A-G Readiness Report from Aeries Analytics					Early Assessment Program: INC%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS) 9. Program Quality Surveys: student, parent, and teacher					
1.2	Technology and Mentorship In order to enrich and pair technology with high-quality instruction, learning, and accountability for all students, the percentage of students in grade 9 - 12 completing Social Emotional Learning (SEL) menus, which are correlated with the completion of at least one CTE course, because the SEL menu is integrated into the	A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. 21% of Grade 9 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress. B. 27% of Grade 11 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress.	A. 62% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. Grade 9 students scored a 102.5 on the California Student Wellness Index, which is greater than the California State average by 1.2.		A. 95% of all students will complete at least one CTE class and, therefore, complete the SEL menu. A. Grade 9 students will score a 108 on the California Student Wellness Index. B. Grade 11 students will score a 104 on the	A. 62% of all students completing at least one CTE class and, therefore, completing the SEL menu. is a 17% increase from baseline. A. Grade 9 - 102.5 is 5.5 Student Wellness Index points away from the goal of 108. B. Grade 11 - 98.8 is 5.2 Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CTE program, will be measured for growth. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness Report from Aeries Analytics 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Healthy Kids Survey		B. Grade 11 students scored a 98.8 on the California Student Wellness Index, which is just shy of the California State average of 100.		California Student Wellness Index.	Wellness Index points away from the goal of 104.
1.3	Electives and Extra-Curricular Activities In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the Google Classroom project-based learning management system, flexible scheduling, concurrent enrollment,	A. 40% of all students completed 1 or more CTE pathways and were career ready. B. 40% of all students completed at least 1 dual enrollment course. C. All student graduation rate: 88.9%.	A. 47% of Aal students completed 1 or more CTE pathways and were career ready. B. 47% of all students completed at least 1 dual enrollment course. C. All student graduation rate: 100%.		A. 46% of all students will complete 1 or more CTE pathways and be career ready. B. 46% of all students will complete at least 1 dual enrollment course. C. 100% of all students will graduate.	A. Because 47% of all students completed 1 or more CTE pathway and were career ready exceeds the 3-year goals, we reset the goal to 53%. B. Because 47% of all students completed at least 1 dual enrollment course exceeds the 3-year goals,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	dual enrollment, sports (inter-schoolastic, intramural, and recreational), our enriched visual performing arts/media production facility, and provide effective CTE- and Workability-pathways regardless of small-rural school status, the percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways and student dual enrollment completions will be measured for growth. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness Report from Aeries Analytics 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil					we reset the goal to 53%. C. Because the all student graduation rate exceeded the 3-year goal of 100%, we reset our goal to maintain a graduation rate of 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Achievement Data System (CALPADS)					
1.4	In order to implement and monitor key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support the specific needs of our English Language Learners to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career, the percentage of students participating to completion in the formative and/or summative Smarter Balanced assessment batteries (e.g., ELPAC) will be measured for growth. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness	A. In 23.24, 12 of 20 EL students qualified for RFEP, which is a 60% reclassification rate. These were LTEL students languishing in the system for 7 years or more. The 8 remaining students are predominantly Level 1 (6) and Level 2 (2) EL students, and they are either in the 10th or 11th grade. The 60% RFEP rate from 23.24 will not be reasonable with this next group of English language learners by 24.25. However, we will maintain our current mechanisms and processes, and predict to reach at least a 40%metric rate by the Target Year 3. In 23.24, 100% of 9th graders were Lvl 1 (oral) and 100% Lvl 1 (written). 80% of 10th graders were Lvl 1 (oral) and 20% Lvl 2 (oral); 80% of 10th	In 24.25, 100% of 9th graders were Lvl 4 (oral), 50% LVL 2 (written), and 50% Lvl 3 (written). 50% of 10th graders were Lvl 1 (oral) and 50% Lvl 2 (oral); 50% of 10th graders were Lvl 1 (written) and 50% Lvl 2 (written). 66% of 11th graders were Lvl 1 (oral) and 33% Lvl 3 (oral); 83% of 11th graders were Lvl 1 (written) and 16% Lvl 3 (written). 50% of 12th graders were Lvl 1 (oral) and 50% Lvl 4 (oral); 50% of 12th graders were were Lvl 1 (written) and 50% Lvl2 (written).		9th graders will increase oral and written scores by 6%. 10th graders will increase oral and written scores by 6%. 11th graders will increase oral and written scores by 6%. 12th graders will increase oral and written scores by 6%.	23.24 - 100% of 9th graders were Lvl 1 (oral) and 100% Lvl 1 (written) versus 24.25 (those same students as 10th graders) 50% of 10th graders Lvl 1 (oral) and 50% Lvl 2 (oral); 50% of 10th graders were Lvl 1 (written) and 50% Lvl 2 (written). 23.24 - 80% of 10th graders were Lvl 1 (oral) and 20% Lvl 2 (oral); 80% of 10th graders were Lvl 1 (written) and 20% Lvl 2 (written) versus 24.25 (those same students as 11th graders) 66% of 11th graders were Lvl 1 (oral) and 33% Lvl 3 (oral); 83% of 11th graders were Lvl 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Report from Aeries Analytics 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS)	graders were Lvl 1 (written) and 20% Lvl 2 (written). 100% of 11th graders were Lvl 3 (oral) and 100% Lvl 2 (written). 100% of 12th graders were Lvl 4 (oral) and 100% were Lvl 2 (written).				(written) and 16% Lvl 3 (written). 23.24 - 100% of 11th graders were Lvl 3 (oral) and 100% Lvl 2 (written) versus 24.25 (those same students as 12th graders) 50% of 12th graders were Lvl 1 (oral) and 50% Lvl 4 (oral); 50% of 12th graders were were Lvl 1 (written) and 50% Lvl2 (written).
1.5	In order to articulate and facilitate student transition, growth, and achievement from middle school through the entire high school experience with a high level of fidelity, the percentage of 9 - 12 students whose yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score below standard (45-RIT	A. All Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%) B. English Learner Students	A. All Students *Baseline: Math (45) Reading (42) Language Usage (55) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (76.2%)		A. 95% of All students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring. G. 95% of English Learner students identified through the MAP baseline	23.24 - Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%) versus 24.25 Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (76.2%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	is standard.) will be targeted for intervention. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness Report from Aeries Analytics 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS)	*Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)	B. English Learner Students *Baseline: Math (28.5) Reading (29) Language Usage (1) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (76.2%)		versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The system has actively engaged in galvanizing the master schedule to ensure comprehensive academic and career preparation. This includes offering A-G aligned courses to position the system to guarantee viable access to competitive A-G transcripts for post-secondary academics. Similarly, a wide selection of CTE aligned offerings has been integrated into the master schedule to guarantee viable access to competitive CTE transcripts for post-secondary careers. A key aspect of this implementation is managing and increasing the administration of quality assessments in conjunction with precise A-G and CTE curriculum pathways, which are articulated with post-secondary schools. Project-based learning in Makerspaces is also being used to expose and increase the number of students who are career-able. Another significant component is the integration of Social Emotional Learning (SEL) with Career and Technical Education (CTE). By aligning the SEL curriculum offering with CTE, needed SEL support and learning are attached to a department where 95% of the school's student body is already enrolled. For students requiring additional support, a targeted intervention system has been galvanized, expanding triage-style tutoring. This system aims to guarantee viable access to a competitive and systemic guided instruction mechanism and process, utilizing precise application of MAP data per student. Furthermore, for English Language Learners, the ELPAC assessment serves as a roadmap and accountability mechanism to guide the EL department's focus, ensure compliance, and inform instructional programs aimed at increasing oral and written English language proficiency.

A notable success, representing a substantive difference from planned actions, is in the area of college and career readiness (A-G alignment). The original expectation was for a 6% growth in Unduplicated Pupils graduating college and career ready. However, actual implementation has led to 63% of Unduplicated Pupils reaching this benchmark, which exceeded the original 6% growth expectation by 26.27 percentage points. This indicates a significantly more successful outcome than initially projected for this specific area. For other areas such as CTE pathway completion, dual enrollment, ELPAC scores, and targeted interventions, the sources primarily present current benchmarks and future growth expectations or mandates rather than explicit differences between past planned actions and their actual achievement. For instance, an additional 6% growth is expected for both CTE pathway completion and dual enrollment over the next three years, and a 25% growth is mandated for targeted intervention over the same period. Similarly, ELPAC scores "must" be increased by 6% for all high school grades, indicating an ongoing target rather than a reported variance from a previous plan.

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.

Goal 1 Action 1: The difference between Budgeted Expenditures ($455k) and Estimated Actual Expenditures ($422k) is primarily due to - 1) lower salary & benefit related expenditures for intervention time and Early Release sessions based on staffing and step/column changes (-25k), and 2) less MAP testing additional duty (-8k).urc
Goal 1 Action 2: The difference between Budgeted Expenditures ($118k) and Estimated Actual Expenditures ($216k) is primarily due to - 1) higher technology expenses (+103k), 2) and lower credential program related expenses (-5k).

Goal 1 Action 3: The difference between Budgeted Expenditures ($383k) and Estimated Actual Expenditures ($474k) is primarily due to - 1) higher instructional educational programs purchased (+10k), 2) higher CTE expenses (+39k), and 3) higher athletic related expenses (+42k).
Goal 1 Action 4: The difference between Budgeted Expenditures ($126k) and Estimated Actual Expenditures ($96k) is primarily due to - 1) lower ELD related salaries and benefits due to a staffing adjustment (-20k), 2) lower ELD/ELA related curricula purchased (-13k), and 3) higher expenditures for intervention salaries based on step & column changes (+3k).
Goal 1 Action 5: The difference between Budgeted Expenditures ($106k) and Estimated Actual Expenditures ($121k) is primarily due to - 1) higher LMFT services (+15k).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Successes (Effectiveness):
1. Exceeding College and Career Readiness Goals: A significant success is the 63% benchmark achieved for Unduplicated Pupils graduating college and career ready, which exceeded the original 6% growth expectation by a remarkable 26.27 percentage points. This highlights the effectiveness of A-G aligned offerings and curriculum pathways.

2. Guaranteed Access to Pathways: The implementation has successfully positioned the system to guarantee viable access to competitive A-G transcripts for post-secondary academics and competitive CTE transcripts for post-secondary careers. It also guarantees a systemic guided instruction mechanism and process through targeted intervention.

3. High CTE Enrollment and Integrated SEL: The high enrollment rate of 95% of the student body in at least one CTE course is a major success, as it provides a broad and effective platform for integrating and delivering SEL support directly to students.

4. Strong Grade 9 Student Wellness: Grade 9 students achieved a score of 102.5 on the California Student Wellness Index, surpassing the California State average by 1.2 points.

5. Established Benchmarks in CTE and Dual Enrollment: The system has reached benchmarks of 40% for Unduplicated Pupils graduating with at least one CTE pathway completion and 20% for those completing at least one dual enrollment course.

6. Extensive Intervention Coverage: A substantial 70% of Unduplicated Pupils are currently receiving targeted intervention and/or triage-style tutoring.

Challenges (Potential for Ineffectiveness):
1. Grade 11 Student Wellness Gap: While Grade 9 students show strong wellness, Grade 11 students scored 98.8 on the California Student Wellness Index, which is just shy of the California State average of 100. This indicates a potential challenge in maintaining or improving wellness outcomes for older students compared to their younger peers and the state average.

2. Ongoing ELPAC Growth Mandates: The requirement to increase ELPAC oral and written scores by 6% for 9th, 10th, 11th, and 12th graders represents an ongoing challenge or a target that still needs to be fully achieved, necessitating continued focused instructional programs and departmental efforts.

3. Significant Mandated Intervention Growth: Although a high percentage of students already receive intervention, a mandated additional 25% growth over the next three years for targeted intervention and/or triage-style tutoring presents a considerable future implementation challenge, requiring further expansion and optimization of the existing system.

4. Future Growth Targets: We consistently highlight expected or mandated future growth for various metrics, such as an additional 6% for CTE pathway completion and dual enrollment over the next three years. These represent ambitious goals that the implementation will need to address to continue its trajectory of student readiness and growth.

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

Based on reflections on prior practice, the system has implemented several changes and refined its goals, metrics, and target outcomes for the coming year across various key areas:
Changes Made to Planned Goals, Metrics, Target Outcomes, or Actions:

College and Career Readiness (A-G Alignment):
Reflection on Prior Practice: The system successfully exceeded its original growth expectation for Unduplicated Pupils graduating college and career ready. The actual benchmark reached was 63%, which surpassed the initial 6% growth expectation by 26.27 percentage points. This demonstrates a greater achievement than initially planned.
Resulting Changes/Refinements for the Coming Year: While the overarching goal of enhancing A-G readiness remains, the reflection on significant success has led to a refinement in how progress is measured. New specific metrics for growth have been introduced: Measuring the percentage of graduating students completing an A-G aligned Common Core Standards-based course profile. Measuring the percentage of students participating to completion in formative and/or summative Smarter Balanced assessment batteries (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, and Summative Assessments) for accessibility and disciplinary literacy. The ongoing action of "managing and increasing the percentage of students being administered quality assessments in conjunction with precise A-G and CTE curriculum pathways" continues, informed by the achieved success and the need to further address the need for greater numbers of college and career-able students.

Social Emotional Learning (SEL) & Student Wellness:
Reflection on Prior Practice: An analysis of student wellness showed a disparity: Grade 9 students scored 102.5 on the California Student Wellness Index, exceeding the state average, while Grade 11 students scored 98.8, just shy of the state average of 100. This indicates a need to ensure consistent wellness outcomes across all grade levels.
Resulting Changes/Refinements for the Coming Year: In response to this reflection, a new metric for growth has been established: Measuring the percentage of students in grades 9-12 completing Social Emotional Learning (SEL) menus. This metric is directly correlated with CTE course completion, as the SEL menu is integrated into the CTE program, where 95% of the student body is already enrolled. This suggests a refined focus on directly tracking engagement with the integrated SEL program to ensure it addresses student needs effectively.

Career and Technical Education (CTE) & Dual Enrollment:

Reflection on Prior Practice: The system has reached benchmarks of 40% for Unduplicated Pupils graduating with at least one CTE pathway completion and 20% for those completing at least one dual enrollment course.
Resulting Changes/Refinements for the Coming Year: Based on these current benchmarks, new, specific target outcomes have been established for the coming years:
An additional 6% growth is expected for both CTE pathway completion and dual enrollment over the next three years. This sets a clear, forward-looking target for increasing student engagement and achievement in these areas.
The metrics for the coming year will continue to focus on measuring the growth in the percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways and student dual enrollment completions. The action of "managing and increasing the percentage of students being exposed to project-based learning in the Makerspaces" will continue to support these goals.

English Language Proficiency (ELPAC):
Reflection on Prior Practice: Strong mandates for improvement imply a reflection on the need for substantial growth in English language proficiency.
Resulting Changes/Refinements for the Coming Year: As a direct result, clear and ambitious target outcomes have been mandated: ELPAC oral and written scores must increase by 6% for 9th, 10th, 11th, and 12th graders. This is a concrete adjustment to the expected performance levels for English Language Learners.
The metric for the coming year will measure the percentage of English Language Learner students meeting these mandated ELPAC Assessment growth percentages. The ELPAC assessment will continue to serve as the roadmap and accountability mechanism, informing instructional programs to achieve this growth.

Targeted Intervention:
Reflection on Prior Practice: The system has achieved a benchmark of 70% of Unduplicated Pupils receiving targeted intervention and/or triage-style tutoring.
Resulting Changes/Refinements for the Coming Year: Based on this, a significant and ambitious new target outcome has been established: An additional 25% of growth is mandated for targeted intervention and/or triage-style tutoring over the next three years. This represents a substantial increase in the reach and intensity of student support services.
To support and track this ambitious goal, refined metrics have been introduced: measuring the yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score for students in grades 9-12. These scores will be measured for growth and directly used for targeting intervention and/or triage-style tutoring. This shift in metrics emphasizes data-driven decision-making for intervention. The action of "managing and increasing the percentage of students receiving targeted intervention... with precise application of MAP data per student" will be central to achieving this mandate.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Subject Areas	The Curriculum and Adoption Professional Learning Community mechanism has been implemented, which is a strategy that employs a team of administrators, counselors, and teachers to correlate curriculum design and resource adoptions. All curriculum has been purchased through CTE vendors from CTE conferences. All curriculum is A - G aligned with differentiation capacity for English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. The same holds true for all A-G remote-access curriculum drivers as well. The third-party learning management system Edmendtum provides 90% of our remote-access solutions. The system has been implemented to a high level of fidelity. Edmentum is a 20% factor for overcoming the opportunity gap for all Tier 1, general education programs and is the sole solution for the Tier II, intervention education programs. The Tier III, mandated program for continuation school runs predominantly on Edmentum offerings as well. In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the Google Classroom project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational), and our enriched visual performing arts/media production facility, the percentage of graduating students completing an A-G aligned Common Core Standards based course profile will be measured for growth. Learning Recovery Emergency Block Grant (LREBG) funds are used within this Goal and Action (1.1) - for Tutoring additional duty salary & benefits ($12,396), for Credit Recovery salary & benefits ($24,051), and for NWEA MAP testing services ($2,175). The rationale for spending LREBG funds within LCAP Goal and Action (1.1) on Tutoring, Credit Recovery and NWEA MAP testing is because Tutoring and Credit Recovery provides students with one-on-one and small group support to target specific areas of need to help bridge the achievement gap, and MAP testing enables our LEA to assess progress and measurable outcomes amongst our student population. Tutoring falls within LREBG Allowable Use (B.i.), "Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff". Credit Recovery falls within LREBG Allowable Use (D), "Access to instruction for credit-deficient pupils to complete graduation or	$432,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grade promotion requirements and to increase or improve pupils' college eligibility". MAP testing falls within LREBG Allowable Use (E), "Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning". For an explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment, please refer to the "Metric" and "Baseline" explanations, as well as the "Scope" section of this Goal and Action.		
1.2	Technology and Mentorship	New Tech Network and Echo have been replaced with the single-sign on tool Clever with Google Suite as the student/teacher interface. Point Arena High School provides a System of Professional Growth held every Wednesday, wherein, teachers and para-educators collaborate after a school on an early release workday. The Point Arena System of Professional Growth is driven by a vision, wherein, all instructional staff are CTE qualified. Currently, 25% of the instructional staff is CTE qualified. By 27.28, the goal is to employ a staff that is 50% CTE qualified to correlate with the intended growth of CTE offerings manifest on the master-schedule design plan. This will be accomplished by utilizing the rich culture of workers and craftspeople throughout the Sea Ranch and Irish Beach boundaries. The California College Guidance Initiative (CCGI), a college, career, and life readiness platform, is being implemented across all pathways during the 24.25 school year. The Foundation for California Community Colleges will benchmark student experiences in Point Arena High School's A-G and CTE pathways. Moreover, CCGI integrates A-G readiness with career readiness and will be a central benchmark for the academic counseling department for English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. All 9th and 10th grade CTE pathways will be anchored to the Ruler system 25.26. The Ruler system is a tool for Social Emotional Learning and student leadership development. Ruler is differented for English Learners,	$94,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. All CTE pathways have been anchored further to the Social Emotional Learning Menu implementation sponsored by Action Network during the 24.25 school year. Ruler will be standard operation 25.26. Enrollment in Ruler will be measured for growth. In order to enrich and pair technology with high-quality instruction, learning, and accountability for all students, the percentage of students in grade 9 - 12 completing Social Emotional Learning (SEL) menus, which are correlated with the completion of at least one CTE course, because the SEL menu is integrated into the CTE program, will be measured for growth.		
1.3	Electives and Extra-Curricular Activities	Point Arena High School is a member of the Dual Enrollment Community of Practice and the Dual Enrollment Partnership. Through these memberships, Point Arena High School students enrich their elective, CTE, and A-G experience by participating in classes and diving into the culture and climate at a local community college of their choice. In return, students gain powerful college experience and 10 credits of college credits per course. Capstone projects are implemented for the all CTE pathways. During the 24.25 school year, said projects were underway for a new pathways in culinary arts, Music Tech, and Agriculture Tech. This is facilitated through the articulation process performed by the Student Articulation Professional Learning Community mechanism. The Student Articulation PLC performs vertical course articulation by measuring the percentage of sequential course-to-course advancements (pre-Algebra-to-Algebra, English 9 -to-English 10, and introductory CTE courses-to-their CTE capstone courses). The key indicator is grade achievement in prerequisite courses benchmarked at an achievement standard of a C grade or higher, and pays close attention to English Learners, students qualifying as Mckinney-	$462,389.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Point Arena has an agreement with Mendocino Community College to provide dual enrollment opportunities for Point Arena Students, which is an opportunity for students to earn up to 10 credits of college credit per completed course. Point Arena High School is a member of the Dual Enrollment Community of Practice and the Dual Enrollment Partnership, which means the principal and the academic counselor are active members participating in policy directly connecting Point Arena High School with community colleges throughout the region. In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the single-sign on tool Clever with Google Suite as the student/teacher interface, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational), our enriched visual performing arts/media production facility, and provide effective CTE- and Workability-pathways regardless of small-rural school status, the percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways and student dual enrollment completions will be measured for growth.		
1.4	English Language Development	For the enrichment of English Learners, especially, students termed Long Term EL (LTEL), a site-based rubric and process have been implemented to RFEP students in this category. The key is the student population scoring 3's on all elements of the ELPAC or a 4 overall. Once identified, students are place in courses that offer tiered support, yet also, offer enrichment, like film, stagecraft, and literature studies. Furthermore, these students are provided transportation to and from tutoring to support their academic growth. Through this RFAP mechanism and process, the SAPLC and the Student Services Coordinator re-designate the Long Term EL students.	$72,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to implement and monitor key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support not only the specific needs of our English Language Learners but also the general needs of all our student populations to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career, the percentage of students participating to completion in the formative and/or summative Smarter Balanced assessment batteries (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, Summative Assessments, and ELPAC) will be measured for accessibility and disciplinary literacy (i.e., the effects of courses that are not simply English language arts and mathematics).		
1.5	Counseling	The academic counselor collaborates with each student to articulate and build a post-secondary plan. This will be further benchmarked and amplified through the California College Guidance Initiative (CCGI). The work of the academic counselor is further articulated through the Student Articulation Professional Learning Community mechanism. The impact is increased industry pathway offerings and increased need for culminating-capstone courses, especially, for English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Point Arena High School has a one PPS credentialed employees on campus and two PPS credentialed employee through a third-party service agreement. All three have the primary responsibility to counsel our students on career exploration and readiness and social emotional issues. The California College Guidance Initiative (CCGI) will be the bridge between both sectors of Point Arena's counselor-support mechanisms, especially, for English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Point Arena has an agreement with Mendocino Community College to provide dual enrollment opportunities for Point Arena Students, which is an	$126,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunity for students to earn up to 10 credits of college credit per completed course. Point Arena High School is a member of the Dual Enrollment Community of Practice and the Dual Enrollment Partnership, which means the principal and the academic counselor are active members participating in policy directly connecting Point Arena High School with community colleges throughout the region. In order to articulate and facilitate student transition, growth, and achievement from middle school through the entire high school experience with a high level of fidelity, the percentage of 9 - 12 students whose yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score below standard (45-RIT is standard.) will be targeted for intervention. Learning Recovery Emergency Block Grant (LREBG) funds are used within this Goal and Action (1.5) - for mental health services ($25k). The rationale for spending LREBG funds within LCAP Goal and Action (1.5) on mental health services is to support the whole student, foster a positive learning environment, and improve academic progress. Mental health services falls within LREBG Allowable Use (C), "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs". For an explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment, please refer to the "Metric" and "Baseline" explanations, as well as the "Scope" section of this Goal and Action.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build a learning community that values differences by creating a safe, orderly, productive, positive, and healthy learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed in coordination with the District's Strategic Plan: 1) implement clear codes of conduct by following the District Organizational Chart (the governance structure) at all times which support student and staff safety, teamwork, parental engagement, and respect, 2) determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, 3) while eliminating educational barriers and expanding access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility, ensure that our facilities support us in maintaining a safe learning environment, and 4) establish Wellness Programs that enhance physical/social emotional well-being for students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Positive Behavior Interventions & Support In order to eliminate educational barriers and promote a non-hostile	In 23.24, the Suspension Rate was 6.3% for All Students, 4.9% for Hispanic Students and 3.8% for students with special	In 24.25, the Suspension Rate was 11.3% for All Students, 14% for Hispanic Students and 10.7% for		All Students Suspension Rate: 3.5%.	23.24 - the Suspension Rate was 6.3% for All Students, 4.9% for Hispanic Students and 3.8% for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students suspended per year (classroom- and home-suspension). In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12	needs. This is attributed to maintaining positive behavior interventions and support (PBIS) and restorative practices, as well as using a culturally responsive model to leverage diverse student groups, which has shown positive results. All Students Expulsion Rate: 0%. All Students Dropout Rate: 6%. 41% of All Students are enrolled in the MTSS. In 23.24, the chronic absenteeism rates were reported for various groups, including 45.1% for All Students, 45.5% for Hispanic Students, and 41.7% for student with special needs.	students with special needs. The 14% for Hispanic Students puts said student group in the low performing (red) category. However, the Point Arena High School population is approximately 70% Hispanic. Though an uptick from 24.25, there were zero assaults, zero mutual combats, and the Native American Suspension Rate was zero: this is attributed to maintaining positive behavior interventions and support (PBIS) and restorative practices, as well as using a culturally responsive model to leverage diverse student groups, which has shown positive results. The increase in the Suspension Rate was caused by our		All Students Expulsion Rate: maintain 0%. All Students Dropout Rate: 0%. 47% of All Students will be enrolled in the MTSS. 39.1% of All Students will be chronically absent.	students with special needs versus 24.25 the Suspension Rate was 11.3% for All Students, 14% for Hispanic Students and 10.7% for students with special needs. 23.24 - All Students Expulsion Rate 0% versus 24.25 All Students Expulsion Rate 0%. 23.24 - All Students Dropout Rate 6% versus 24.25 All Students Dropout Rate 0%. 23.24 - 41% of All Students are enrolled in the MTSS versus 24.25 52% of All Students are enrolled in the MTSS. 23.24 - the chronic absenteeism rates were reported for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students expelled per year. In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students dropping out of school per year. In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students enrolled in the		Zero Tolerance for Racial Slurs and post-Diversion Program 2nd-time vape offenders. All Students Expulsion Rate: 0%. All Students Dropout Rate: 0%. 52% of All Students are enrolled in the MTSS. In 24.25, the chronic absenteeism rates were reported for various groups, including 58.5% for All Students, 57.1% for Hispanic Students, and 48.1% for student with special needs.			various groups, including 45.1% for All Students, 45.5% for Hispanic Students, and 41.7% for student with special needs versus 24.25 the chronic absenteeism rates were reported for various groups, including 58.5% for All Students, 57.1% for Hispanic Students, and 48.1% for student with special needs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Multitiered System of Support (MTSS) will be targeted for improvement. In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students Chronically Absent will be targeted for improvement. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness Report from Aeries Analytics and 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS)					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5. Beyond SST learning management system 6. RULER PBIS learning management system 7. Student Voices Program 8. School Climate Report Card 9. School Accountability Report Card (SARC)					
2.2	Facilities and Maintenance In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning	A. 54% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. B. 60% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. C. 82% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.	A. 56% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. B. 63% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. C. 84% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.		A. 60% of Grade 9 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. B. 66% of Grade 11 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. C. 88% of staff will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.	23.24 - 54% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep versus 24.25 56% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. 23.24 - 60% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep versus 63% of Grade 11 students "Agree" and "Strongly Agree" facilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	environment, the School Climate Report Card will be monitored and targeted for improvement. Data Source: 1. Aeries learning management system 2. The California Longitudinal Pupil Achievement Data System (CALPADS) 3. Beyond SST learning management system 4. RULER PBIS learning management system 5. Student Voices Program 6. School Climate Report Card 7. School Accountability Report Card (SARC)					are safe with a high-level of upkeep. 23.24 - 82% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep versus 24.25 84% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.
2.3	Community Partnerships and Outreach In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student	14% of All Students are assigned to the SARB intervention mechanism and process. 44% of All Students are enrolled in a wellness program mechanism and process. 16% of Staff are enrolled in a wellness	16% of All Students are assigned to the SARB intervention mechanism and process. 63% of All Students are enrolled in a wellness program mechanism and process.		20% of All Students will be assigned to the SARB intervention mechanism and process. 50% of All Students will be enrolled in a wellness program mechanism and process.	23.24 - 14% of All Students are assigned to the SARB intervention mechanism and process versus 24.25 16% of All Students are assigned to the SARB intervention mechanism and process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learning opportunities, the percent of 9 - 12 students assigned to the Student Attendance Review Board (SARB) intervention mechanism and process will be targeted for improvement. In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning environment by increasing enrollment in our local wellness programs that enhance	program mechanism and process.	19% of Staff are enrolled in a wellness program mechanism and process.		22% of Staff will be enrolled in a wellness program mechanism and process.	23.24 - 44% of All Students are enrolled in a wellness program mechanism and process versus 24.25 63% of All Students are enrolled in a wellness program mechanism and process. 23.24 - 16% of Staff are enrolled in a wellness program mechanism and process versus 24.25 19% of Staff are enrolled in a wellness program mechanism and process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	physical/social emotional well-being for students and staff. Data Source: 1. Aeries learning management system 2. The California Longitudinal Pupil Achievement Data System (CALPADS) 3. Beyond SST learning management system 4. RULER PBIS learning management system 5. Student Voices Program 6. School Climate Report Card 7. School Accountability Report Card (SARC)					

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation plan encompasses initiatives focused on student and staff well-being, academic support, and facility improvements.

Description of Overall Implementation:

Student Well-being and Academic Support:
The plan aims to maintain low suspension (6%) and expulsion (0%) rates for 9-12 grade students.

A key component is to increase enrollment in the Multitiered System of Support (MTSS) by identifying 6% more students annually over the next three years. This involves galvanizing the targeted intervention system and expanding triage-style tutoring. The precise application of MAP data per student will be used to manage and increase the number of students receiving targeted interventions and tutoring.

Another crucial goal is to reduce Chronic Absenteeism by 6% growth over the next three years. To address this, the Student Attendance Review Board (SARB) intervention mechanism and process will be galvanized.
The plan also includes increasing wellness programs for both students and staff to enhance physical, social, and emotional well-being and improve overall mental health. A 6% growth in enrollment for these programs is expected.

Facility Improvement:
Actions are planned to address the perception that facilities are neither safe nor well-maintained by a significant percentage of students and staff.
Specific steps include repairing Room 18's floor to make it usable for instruction and counseling.
Re-painting damaged and scarred walls is planned to ensure a uniform appearance.
Major areas such as the library, shop, weight room/field house, and art center are slated to be reimagined into MakerSpaces.
These facility projects are expected to lead to a 6% decrease in the percentage of Grade 9 and 11 students, and staff, who perceive facilities negatively over the next year. The ultimate goal is to create a competitive, secure, and modern learning space conducive to positive thinking.

Substantive Differences in Planned Actions and Actual Implementation:
MTSS Enrollment: There has been a significant increase in MTSS enrollment by 70%, which has already reached a benchmark. This far exceeds the planned action of continuing to identify 6% more students for enrollment annually, suggesting a strong success in expanding this support system.

Chronic Absenteeism: A substantial divergence between planned action and actual experience is that Chronic Absenteeism has "skyrocketed post COVID". This directly contrasts with the planned action to reduce Chronic Absenteeism by 6% growth over the next three years, highlighting a significant challenge in this area. Currently, Chronic Absenteeism stands at 34%.

Facility Improvements: While specific actions like repairing Room 18's floor, repainting walls, and reimagining areas into MakerSpaces are detailed as planned future implementations, the sources do not explicitly state whether these specific projects have been completed or if the expected 6% decrease in negative facility perception has been realized yet. The description is primarily forward-looking regarding these facility changes.

Relevant Challenges and Successes Experienced with Implementation:
Challenges:
Chronic Absenteeism: The most prominent challenge identified is the "skyrocketing" of Chronic Absenteeism post-COVID. This issue is further underscored by the current 34% rate of Chronic Absenteeism.
Negative Facility Perception: A foundational challenge driving the facility improvement plan is the existing negative perception of facility safety and upkeep, with 44% of Grade 9 students, 37% of Grade 11 students, and 16% of staff agreeing or strongly agreeing that facilities are not safe or well-maintained.

Successes:
Low Suspension and Expulsion Rates: A notable success is the maintenance of a low suspension rate of 6% and an expulsion rate of 0% for unduplicated pupils. This indicates effective strategies in place for managing student conduct.
High MTSS Enrollment: The 70% increase in MTSS enrollment is a significant achievement, demonstrating success in identifying and providing support to a large number of students.
Wellness Program Enrollment: 44% of all students and 16% of staff are currently enrolled in wellness programs. While further growth is expected, this establishes a solid base for enhancing physical, social, and emotional well-being.

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.

Goal 2 Action 1: There is no material difference between Budgeted Expenditures ($91k) and Estimated Actual Expenditures ($90k).
Goal 2 Action 2: The difference between Budgeted Expenditures ($671k) and Estimated Actual Expenditures ($665k) is primarily due to - 1) lower maintenance and custodial related benefits (-6k).
Goal 2 Action 3: There is no material difference between Budgeted Expenditures ($5k) and Estimated Actual Expenditures ($5k).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Areas of Effectiveness:
Maintaining Low Suspension and Expulsion Rates: The system has been highly effective in maintaining low rates of student disciplinary actions. The percentage of Unduplicated Pupils suspended or expelled has reached a benchmark of 6% suspended and 0% expelled. This indicates that existing mechanisms for student conduct and support are effective in preventing severe disciplinary outcomes.

Increase in Multitiered System of Support (MTSS) Enrollment: The goal of increasing MTSS enrollment has been met with significant success. There has been an increase in MTSS enrollment of 70%, which "has reached a benchmark". This far exceeds the stated future goal of identifying 6% more students annually, demonstrating a strong capability in identifying and integrating students into support systems.

Areas of Ineffectiveness or Significant Challenge:
Reducing Chronic Absenteeism: This area presents a major challenge and demonstrates ineffectiveness in making progress toward the goal of reduction. Despite plans to "reduce Chronic Absenteeism by 6% of growth over the next 3 years" and galvanize the Student Attendance Review Board (SARB) mechanism, Chronic Absenteeism has "skyrocketed post COVID". Currently, 58.5% of students are chronically absent. While 16% of Unduplicated Students are assigned to the SARB intervention mechanism, this action has not yet been effective in reversing the overall trend of increased absenteeism.

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

Based on reflections on prior practice, several changes, continuations, and intensifications have been made to planned goals, metrics, target outcomes, and actions for the coming year across different areas:

1. Addressing Chronic Absenteeism:
Reflection on Prior Practice: Prior practice revealed a significant challenge: Chronic Absenteeism has "skyrocketed post COVID," currently standing at 58.5% of students. While 16% of unduplicated students are assigned to the Student Attendance Review Board (SARB) intervention mechanism, this has not been sufficient to curb the overall rise.
Changes/Intensified Actions for the Coming Year:
Goal/Target Outcome: The plan is to "reduce Chronic Absenteeism by 6% of growth over the next 3 years". This is a direct response to the "skyrocketing" rates.
Actions: This reduction will be achieved by "Galvanizing the SARB mechanism and process". This indicates an intensified focus on an existing intervention, recognizing its critical role in addressing high absenteeism.

2. Enhancing Student Academic Support (MTSS) and Intervention:
Reflection on Prior Practice: There has been a successful "increase in MTSS enrollment of 70%", which has "reached a benchmark". This demonstrates the effectiveness of the Multitiered System of Support.
Changes/Continued Actions for the Coming Year:
Goal/Target Outcome: The plan is to "continu[e] to identify 6% more students for MTSS enrollment". This reflects a decision to build upon a successful program by setting a new growth target, rather than ceasing expansion.
Actions: To support this, actions include "Galvanizing the targeted intervention system and expanding the triage-style tutoring available". This aims to "guaranteeing viable access to a competitive and institutionalized guided instruction mechanism and process". Furthermore, the plan involves "Managing and increasing the percentage of students receiving targeted intervention and triage-style tutoring in conjunction with precise application of MAP data per student". This is a refinement of how interventions will be managed, specifically incorporating data to better target students, based on the identified "need for greater numbers of students" to receive support.

3. Maintaining Low Suspension and Expulsion Rates:
Reflection on Prior Practice: A positive reflection is that "The percentage of Unduplicated Pupils suspended or expelled has reached a benchmark of 6% suspended and 0% expelled". This indicates current practices are effective in keeping these rates low.
Changes/Continued Goal for the Coming Year: The plan is to "maintain the low suspension rate and expulsion rate". This is a continuation of a successful goal, demonstrating confidence in existing disciplinary and support structures.

4. Improving Facility Perception and Functionality:
Reflection on Prior Practice: A significant reflection on prior practice revealed negative perceptions of facilities. 44% of Grade 9 students, 37% of Grade 11 students, and 16% of staff "Agree" or "Strongly Agree" that facilities are neither safe nor have a high-level of upkeep.
Changes/New Actions for the Coming Year:
Goal/Target Outcome: Due to planned project implementations, the expectation is a "6% decrease in all three data points" (negative perception from Grade 9 students, Grade 11 students, and staff) over the next year.
Actions: Specific actions resulting from this reflection include:

Repairing Room 18's floor to make it usable for instruction and counseling.
Re-painting walls that are damaged and scarred from past repairs to achieve a uniform look.
Reimagining the library, shop, weight room/field house, and art center areas into MakerSpaces to offer a modern aesthetic "conducive to positive thinking about the image of our facilities". These actions aim to create a "competitive, secure, and modern learning space".

5. Expanding Wellness Programs:
Reflection on Prior Practice: Currently, 44% of all students and 16% of staff are enrolled in wellness programs. This provides a baseline of current engagement.
Changes/Continued Goal for the Coming Year:
Goal/Target Outcome: A "6% growth in all data points is expected". This indicates a commitment to expanding the reach of these programs, building on current enrollment to further enhance "staff and student wellbeing and overall mental health".
Actions: The "increases in wellness programs for both students and staff" are combined with the galvanized SARB mechanism to achieve overall well-being.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions & Support	Maintain Positive Behavior Interventions and Support, and Restorative Practices, including staff time, professional development, and coordinator stipends. We have a campus supervisor and one MFT that work with our students on behavior. PAHS uses a culturally responsive model to leverage English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities, which has been showing results. Culturally responsive positive behavior strategies are built into the New Tech Network set of standards and strategies. Universal Design for Learning plays a key part galvanizing all offerings. We are in the third year of a 6 year plan to implement UDL to a high fidelity. Furthermore, the administrative team has supplement all prior strategies with "push-in" actions, wherein, a teacher experiencing a student with disruptive behavior contacts the office, and the principal arrives to offer the disruptive student the opportunity to remain in the learning environment. If the student chooses to cease the behavior, then learning continues. If the student cannot maintain the norms of the learning environment, then the	$95,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student and the administrator "push-out." A push-out results in a progressive consequence based on that particular student's behavior record and a loss of merits. A merit system has been reinstated and tracked through the Aeries System. All positive event, e.g., sport event participation and spectating, school and class field trips, dances, quarterly celebrations, monthly celebrations, and weekly celebrations, require students to have 95 - 100 merits in order to participate. If a student has 94 merits or less, then that particular student cannot participate in the positive event. A student can restore merits through various restorative mechanisms and processes. For example, a student can attend "conflict resolution" with the teacher or student with whom the student's conflict resulted in a progressive consequence. Community Service is another mechanism and process, wherein, student can restore merit loss after a progressive consequence. Students exhibiting a pattern of pervasive behavior counter to the Point Arena code of conduct will be placed on a "30-day Behavior Contract," wherein, they are monitored for behavior each day by checking in with the principal before school and after school. All privileges remain intact. The contract is signed off by each teacher based on behavior performance per class period. A student must achieve in the 85th percentile to pass their daily contract. This achievement is tied to a daily award system. If a given student continue to exhibit a pattern of pervasive behavior despite the 30-day Behavior Contract, then that student is placed within the "Cocoon" system, wherein, all privileges are revoked and that student spends their free time with the principal. It is a 5-day process, wherein, each class is monitored by the principal, and the principal escorts that student to-and-from each classroom. This proximity is effective in reducing patterned-disruptive behavior. If after the 5-day period, each day is a positive success, then the Cocoon is removed, and the student returns to a 30-day Contract. The Cocoon Contract is signed off by each teacher based on behavior performance per class period, as well. In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the		

Action #	Title	Description	Total Funds	Contributing
		governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students suspended per year (classroom- and home-suspension). In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students expelled per year. In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students enrolled in the Multitiered System of Support (MTSS) will be targeted for improvement. In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students Chronically Absent will be targeted for improvement.		
2.2	Facilities and Maintenance	The original Point Arena High School was built in 1909 and replaced with a new building constructed in 1939, which was then replaced with the Administration Building and Auditorium in 2003. In addition, the campus now includes a large gymnasium/cafeteria, a library, and 17 classrooms including a band room, computer lab, science lab, and auto/wood shop. There is a greenhouse and garden space for student use in the agriculture classes. Our surveillance cameras have recently been upgraded. Three sports fields are mowed and maintained regularly and a tennis court is on campus. The buildings are well maintained and cleaned at least once a day by our maintenance team. Our school provides a safe and clean environment for learning through proper facilities maintenance, campus surveillance and campus supervision. Campus repairs and general	$715,224.00	No

Action #	Title	Description	Total Funds	Contributing
		maintenance are prioritized and completed as resources allow. The process for changing the campus to the Makerspace model is ramping up. The library was cleared out during the 23.24 school year, and the library's transformation into the Lake Street Recording Studio will begin the summer of 24.25. Moreover, the process of cutting a fully functional culinary department will be the second Makerspace project for the 24.25 school year. The old physics and chemistry room will be converted into a fully functional culinary lab. In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the single-sign on tool Clever with Google Suite as the student/teacher interface. , flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning environment, the School Climate Report Card will be monitored and targeted for improvement.		
2.3	Community Partnerships and Outreach	In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students assigned to the Student Attendance Review Board (SARB) intervention mechanism and process will be targeted for improvement. In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the single-sign on tool Clever with Google Suite as the student/teacher interface, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning environment by increasing percent of enrollment in our local wellness programs that enhance physical/social emotional well-being for students and staff.	$5,563.00	No

Action #	Title	Description	Total Funds	Contributing
		Promote community partnerships that nurtures community support, collaboration, and networks for English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. There are several community partnerships we work closely with such as EduAct and Action Network. Furthermore, Point Arena has instituted a community-wide health fair sponsored by the MENDONOMA Health Alliance, which takes place the first week of October, annually. In 22.23, Point Arena High School and the Rotary Club partnered to build a radio lab for the CTE course Radio Tech. In 23.24, Point Arena High School and the Rotary Club partnered with Action Network to build the Lake Street Teen Health Clinic. In 24.25, Point Arena High School and the Rotary Club partnered to build the Lake Street MakerSpace for the CTE department.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Build positive relationships and create schools that are welcoming places for students, families, community members, staff, and board members.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was developed in coordination with the District's Strategic Plan: 1) continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), 2) enhance opportunities for parents, teachers and community to partner in supporting student learning at school and home, 3) partner with educational and business agencies to strengthen college and career opportunities for our students, and 4) hold consistent District English Learner Advisory Committee (DELAC) and Native American Education Advisory Committee (NAEAC) meetings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Communications with Educational Partners In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings,	A. 4 total DELAC meetings offered. B. 1 total DELAC meetings offered per quarter. C. 11% of the English Learner community attended DELAC meetings on average. A. 0 total meetings offered.	A. 4 total DELAC meetings offered. B. 1 total DELAC meetings offered per quarter. C. 13% of the English Learner community attended DELAC meetings on average.		A. 8 total DELAC meetings will be offered. B. 2 Total DELAC meetings will be offered per quarter. C. 17% of the Hispanic community will attend DELAC meetings on average.	23.24 - 4 total DELAC meetings offered, 1 total DELAC meetings offered per quarter, and 11% of the English Learner community attended DELAC meetings on average versus 24.25 4 total

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the District English Learner Advisory Committee DELAC in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the SELPA Parent Advisory Committee in the form of a well	B. 0 total meetings offered per quarter. C. 0% of the Special Education community attended meetings on average. A. 4 total Site Council meetings offered. B. 1 total Site Council meetings offered per quarter. C. 3.8% of the community attended Site Council meetings on average. A. 3 total Rotary Club meetings offered. B. Less than 1 total Rotary Club meetings offered per quarter. C. 8.3% of the staff attended Rotary Club meetings on average. D. 1 total joint project completed. A. 3 total Action Network meetings offered. B. Less than 1 total Action Network meetings offered per quarter. C. 8.3% of the staff attended Action	A. 1 total meetings offered. B. Less than 1 total meetings offered per quarter. C. 22% of the Special Education community attended meetings on average. A. 4 total Site Council meetings offered. B. 1 total Site Council meetings offered per quarter. C. 4.6% of the community attended Site Council meetings on average. A. 2 total Rotary Club meetings offered. B. Less than 1 total Rotary Club meetings offered per quarter. C. 11.7% of the staff attended Rotary Club meetings on average.		A. 4 total meetings will be offered. B. 1 Total meeting will be offered per quarter. C. 6% of the Special Education community will attend meetings on average. A. 8 total Site Council meetings will be offered. B. 2 Total Site Council meetings will be offered per quarter. C. 9.8% of the community will attend Site Council meetings on average. A. 6 total Rotary Club meetings will be offered. B. 1 Total Rotary Club meetings will be offered per quarter. C. 14.3% of the staff will attend Rotary Club meetings on average.	DELAC meetings offered, 1 total DELAC meetings offered per quarter, and 13% of the English Learner community attended DELAC meetings on average. 23.24 - 0 total meetings offered, 0 total meetings offered per quarter, and 0% of the Special Education community attended meetings on average versus 24.25 1 total meetings offered, less than 1 total meetings offered per quarter, and 22% of the Special Education community attended meetings on average. 23.24 - 4 total Site Council meetings offered, 1 total Site Council meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the Parent Equity Advisory Committee in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. In order to continuously improve scope and	Network meetings on average. D. 0 Total joint projects completed.	D. 1 total joint project completed. A. 4 total Action Network meetings offered. B. 1 total Action Network meetings offered per quarter. C. 10% of the staff attended Action Network meetings on average. D. 1 Total joint projects completed.		D. 4 total join projects will be completed. A. 6 total Action Network meetings will be offered. B. 1 Total Action Network meetings will be offered per quarter. C. 14.3% of the staff will attend Action Network meetings on average. D. 3 total joint projects will be completed.	offered per quarter, and 3.8% of the community attended Site Council meetings on average versus 24.25 4 total Site Council meetings offered, 1 total Site Council meetings offered per quarter, and 4.6% of the community attended Site Council meetings on average. 23.24 - 3 total Rotary Club meetings offered, less than 1 total Rotary Club meetings offered per quarter, 8.3% of the staff attended Rotary Club meetings on average, and 1 total joint project completed versus 24.25 2 total Rotary Club meetings offered, less than 1 total Rotary Club meetings offered per quarter, 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	amplification of opportunities for parents, teachers, and community to partner in supporting student learning at school and home, the Professional Learning Community strategy will be applied to the Site Council in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to the Rotary Club in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage					of the staff attended Rotary Club meetings on average, and 1 total joint project completed. 23.24 - 3 total Action Network meetings offered, less than 1 total Action Network meetings offered per quarter, 8.3% of the staff attended Action Network meetings on average, and 0 Total joint projects completed versus 24.25 4 total Action Network meetings offered, 1 total Action Network meetings offered per quarter, 10% of the staff attended Action Network meetings on average, and 1 Total joint projects completed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increased joint project outcomes. In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to Action Network in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes. Data Source: 1. Agenda log 2. Meeting minutes log 3. Google Form attendance log 4. Google Form exit ticket parent surveys 5. Google Calendar 6. ParentSquare log 7. Student Voices Program 8. School Climate Report Card					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	9. School Accountability Report Card (SARC)					
3.2	Community Liaisons and Programs In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the Native American Education Advisory Committee (NAEAC) in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. Data Source: 1. Agenda log 2. Meeting minutes log	A. 4 total NAEAC meetings offered. B. 1 total NAEAC meetings offered per quarter. C. 10% of the Native American community attended NAEAC meetings on average.	A. 4 total NAEAC meetings offered. B. 1 total NAEAC meetings offered per quarter. C. 25% of the Native American community attended NAEAC meetings on average.		A. 8 total NAEAC meetings will be offered. B. 2 Total NAEAC meetings will be offered per quarter. C. 30% of the Native American community will attend NAEAC meetings on average.	23.24 - 4 total NAEAC meetings offered,1 total NAEAC meetings offered per quarter, and 10% of the Native American community attended NAEAC meetings on average versus 24.25 4 total NAEAC meetings offered, 1 total NAEAC meetings offered per quarter, and 25% of the Native American community attended NAEAC meetings on average.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. Google Form attendance log 4. Google Form exit ticket parent surveys 5. Google Calendar 6. ParentSquare log 7. Student Voices Program 8. School Climate Report Card 9. School Accountability Report Card (SARC)					
3.5						

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation strategy focuses on enhancing community and staff engagement through various meetings and the application of the Professional Learning Community (PLC) strategy across all partnerships. The PLC strategy is envisioned with a well-defined organizational chart and increased sub-committee meetings per quarter, aiming to encourage increased joint project outcomes and parental attendance and engagement. The guiding principle is "More contact: more opportunity".

Substantive Differences in Planned Actions and Actual Implementation:
Meeting Frequency: The plan called for "increased sub-committee meetings per quarter" for DELAC, SELPA Parent Advisory Committee (Special Education community), Site Council, Rotary Club, and Action Network. In practice, DELAC, Site Council, and Action Network consistently offered 1 meeting per quarter (4 total annually). NAEAC also offered 1 meeting per quarter (4 total annually). However, the Special Education community and the Rotary Club offered less than 1 total meeting per quarter, with only 1 and 2 total meetings offered, respectively. This indicates a discrepancy between the planned increased frequency and the actual, lower frequency for these specific groups.

Joint Project Outcomes:

The PLC strategy aims for "increased joint project outcomes". Despite this goal, only 1 total joint project was completed across the partnerships, including DELAC, SELPA Parent Advisory Committee, Site Council, Rotary Club, and Action Network. This suggests that the goal of increasing joint project outcomes has not yet been fully realized.

Relevant Challenges Experienced with Implementation:
Low Attendance Rates: A significant challenge is the consistently low average attendance across most community and staff meetings. Site Council meetings saw the lowest average attendance at 4.6% of the community. Staff attendance at Action Network meetings was 10% and at Rotary Club meetings was 11.7%. The English Learner community's attendance at DELAC meetings averaged 13%. The Special Education community's attendance averaged 22%. Even the Native American community, which had the highest attendance, only reached 25% for NAEAC meetings. These low percentages highlight a pervasive challenge in actively engaging a larger portion of the target communities and staff, despite the strategy to increase contact. The PLC strategy explicitly aims to improve this, focusing on "increased parental attendance and engagement" for various groups including Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families.

Inconsistent Meeting Frequency: As noted above, the failure to offer at least one meeting per quarter for the Special Education community and Rotary Club indicates a challenge in maintaining consistent implementation of planned meeting schedules across all targeted groups.

Relevant Successes Experienced with Implementation:
Consistent Meeting Offerings (for some groups): Despite overall low attendance, several key groups, including DELAC, Site Council, Action Network, and NAEAC, successfully offered 1 meeting per quarter, totaling 4 meetings annually as planned for those specific instances.
Strategic Framework for Engagement: The establishment of the Professional Learning Community (PLC) strategy itself represents a success in developing a structured framework for engagement. This strategy, with its emphasis on a well-defined organizational chart and increased sub-committee meetings, provides a clear, ongoing approach to fostering collaboration and improving engagement, particularly for parental involvement.
Highest Engagement with NAEAC: The Native American community showed the highest average attendance at 25% for NAEAC meetings. This group is specifically identified for "galvanizing" through the PLC strategy to further encourage increased parental attendance and engagement.
Completion of Joint Projects: The completion of 1 total joint project demonstrates that despite the aspiration for increased outcomes, successful collaborative efforts did materialize.

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.

Goal 3 Action 1: There is no material difference between Budgeted Expenditures ($6k) and Estimated Actual Expenditures ($5k).
Goal 3 Action 2: There is no material difference between Budgeted Expenditures ($34k) and Estimated Actual Expenditures ($33k).

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The effectiveness of the specific actions to date in making progress toward the overarching goals of increased community and staff engagement, higher parental attendance, and increased joint project outcomes presents a mixed picture, with more evidence pointing to ineffectiveness in achieving desired levels of progress.

Ineffectiveness in Achieving Engagement and Attendance Goals:
Low Meeting Attendance Persists: A primary goal is to increase parental and staff attendance and engagement across various groups, driven by the principle of "More contact: more opportunity". However, the data reveals consistently low average attendance rates for most groups, indicating a significant ineffectiveness of current actions in converting contact opportunities into meaningful engagement: site council meetings saw the lowest average attendance at 4.6% of the community, staff attendance for Action Network meetings was 10%, and for Rotary Club meetings, it was 11.7%, the English Learner community's attendance at DELAC meetings averaged 13%, the Special Education community's attendance averaged 22%. These figures suggest that despite the provision of meeting opportunities, the actions taken so far have been largely ineffective in galvanizing broad participation from the target communities and staff. The Professional Learning Community (PLC) strategy explicitly aims to improve parental attendance for specific families, including Students with Disabilities and English Learner families. The current low attendance rates indicate that this aspect of the strategy has not yet been effective.

Inconsistent Meeting Frequency for Some Groups: While the plan aimed for "increased sub-committee meetings per quarter" for all partnerships, including DELAC, SELPA Parent Advisory Committee, Site Council, Rotary Club, and Action Network, this was not consistently achieved for all groups.
The Special Education community and the Rotary Club offered less than one meeting per quarter, with only 1 and 2 total meetings offered respectively. This indicates an ineffectiveness in consistently implementing the planned increased contact for these specific groups, directly hindering progress toward engagement goals.

Ineffectiveness in Achieving Joint Project Outcomes:
Minimal Joint Project Completion: A key objective of the PLC strategy, with its emphasis on increased sub-committee meetings, is to encourage "increased joint project outcomes".
To date, only 1 total joint project has been completed across all partnerships. This figure strongly suggests that the actions taken, including the initial implementation of the PLC strategy and various meetings, have been largely ineffective in fostering the intended increase in collaborative project outputs. The aspiration for "increased joint project outcomes" remains largely unfulfilled.

Areas of Limited or Nascent Effectiveness:
Consistent Meeting Offerings for Select Groups: Some actions have been effective in terms of their intended provision of opportunities, even if engagement is low. DELAC, Site Council, Action Network, and NAEAC all consistently offered 1 meeting per quarter (4 annually), aligning with the planned frequency for these specific groups. This ensures that the "More contact: more opportunity" principle is being applied in terms of meeting availability for these partnerships. Highest Engagement with Native American Community: The Native American community, through NAEAC meetings, achieved the highest average attendance at 25%. While still relatively low, this represents a comparatively more effective engagement point than other groups. The PLC strategy specifically aims to further galvanize NAEAC to encourage increased parental attendance and engagement, indicating that this area is recognized as having potential for greater effectiveness.

Establishment of the PLC Strategy: The implementation of the Professional Learning Community (PLC) strategy itself represents a foundational action. By establishing a "well-defined organizational chart" and a framework for increased sub-committee meetings, a structured approach to engagement has been put in place. While its impact on goals like attendance and joint projects has been limited to date, the strategy's presence lays the groundwork for future progress. Its effectiveness, at this stage, lies more in its establishment as a strategic framework rather than its immediate outcomes.

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

The Professional Learning Community (PLC) strategy is a foundational element of the overall implementation plan, designed to enhance community and staff engagement across all partnerships. This strategy is characterized by a well-defined organizational chart and a commitment to increased sub-committee meetings per quarter. The guiding principle underpinning the PLC strategy is "More contact: more opportunity".

The PLC strategy specifically aims to achieve two main objectives:
Encourage increased joint project outcomes across various partnerships. Encourage increased parental attendance and engagement with liaisons, with a particular focus on Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families.
To achieve these goals, the strategy mandates increased sub-committee meetings per quarter for DELAC, SELPA Parent Advisory Committee (representing the Special Education community), Site Council, Rotary Club, and Action Network. It also specifically seeks to "galvanize" the Native American Education Advisory Committee (NAEAC) through this structured PLC approach to boost parental attendance and engagement.

Implementation and Results: Current Status and Recommendations for Improvement
While the PLC strategy provides a structured framework, its implementation has yielded mixed results, with significant room for improvement in meeting attendance, consistency of contact, and the generation of joint project outcomes.
1. Addressing Low Attendance Rates (e.g., Site Council at 4.6%, DELAC at 13%, Special Education community at 22%): The guiding principle of "More contact: more opportunity" and the explicit goal of "increased parental attendance and engagement" are currently undermined by consistently low average attendance figures. To enhance effectiveness: refine the "well-defined organizational chart" for targeted outreach: The existing organizational chart within the PLC should be actively leveraged to assign clear, actionable responsibilities for pre-meeting outreach and post-meeting follow-up to specific sub-committee members or liaisons. This goes beyond simply scheduling meetings, ensuring that dedicated efforts are made to remove barriers to attendance and personally invite and engage target families, particularly Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families. Enhance the relevance and accessibility of "increased sub-committee meetings": For groups exhibiting low attendance, such as the English Learner community at DELAC and the Special Education community's meetings, simply increasing the number of meetings may not suffice. The content and format of these "increased sub-committee meetings" need to be critically evaluated and tailored to be more compelling and directly relevant to the specific needs and interests of the target demographics. This could involve offering meetings at different times, in different languages, with childcare, or with clear, tangible benefits for attendees. Learning from the comparatively higher engagement with

the Native American community through NAEAC (25% attendance) might offer insights into effective "galvanizing" strategies that could be adapted for other groups.
2. Improving Meeting Frequency and Consistency (e.g., Special Education community 1 total meeting, Rotary Club 2 total meetings vs. planned "increased sub-committee meetings per quarter"): The plan for "increased sub-committee meetings per quarter" has not been consistently met for all partnerships, notably the Special Education community and the Rotary Club. To improve consistency: strengthen Accountability through the "well-defined organizational chart": The PLC's "well-defined organizational chart" must clearly delineate specific individuals or roles responsible for ensuring that the planned quarterly meeting frequency is consistently met across all designated partnerships. This would involve regular checks and support mechanisms to prevent lapses in scheduling and execution, particularly for the SELPA Parent Advisory Committee. Proactive Planning and Resource Allocation: sub-committees that consistently fall short of the quarterly meeting goal should be provided with additional resources, administrative support, or training to overcome logistical challenges. This proactive approach would ensure that the "More contact: more opportunity" principle is consistently applied where it is most needed.
3. Enhancing Joint Project Outcomes (only 1 total joint project completed vs. goal of "increased joint project outcomes"): the PLC strategy aims to "encourage increased joint project outcomes" through its framework of increased sub-committee meetings, yet only a single joint project has been completed across all partnerships. To significantly improve this outcome: integrate Project Incubation and Development into Sub-Committee Mandates: the "increased sub-committee meetings per quarter" must be more intentionally structured to facilitate joint project development. This means explicitly dedicating portions of meeting agendas, or even entire meetings, to brainstorming, planning, and assigning responsibilities for collaborative initiatives. Sub-committees should be empowered and tasked not just with discussion, but with the active generation and execution of tangible projects.
Develop a Clear Project Pipeline within the "well-defined organizational chart": the "well-defined organizational chart" could be expanded to include a clear process or "pipeline" for how joint project ideas are identified, vetted, approved, resourced, and ultimately implemented by sub-committees. This would move beyond informal ideation to a structured project management approach, ensuring that the "increased sub-committee meetings" translate into measurable "increased joint project outcomes". Establish Metrics and Regular Reporting for Project Progress: beyond tracking meeting attendance, the PLC strategy needs to implement metrics for tracking the progress of potential and active joint projects. Regular reporting on these metrics during broader PLC meetings could foster accountability and drive momentum toward achieving the goal of increased joint project outcomes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communications with Educational Partners	Foster regular communications with parents and the community, including educational partners meetings, DELAC and NAEAC meetings, site newsletters in English and Spanish, surveys and Parent Square. Beyond Parent Square, a yearly survey for parent input has been implemented to determine how parents feel about their students' educations, especially, English Learners, students qualifying as Mckinney-Vento, students	$6,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
		qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at Point Arena High School. Most importantly, Point Arena High School has been implementing the Parent and Community Outreach Professional Learning Community, and this PLC will focus on Dr. Joyce Epstein of Johns Hopkins University and the framework for defining six different types of parent involvement starting 24.25. This framework will assist Point Arena High School in developing school and family partnership programs. Epstein's Framework of Six Types of Involvement is as follows: 1. Parenting: Help all families establish home environments to support children as students. *Parent education and other courses or training for parents (e.g., GED, college credit, family literacy). *Family support programs to assist families with health, nutrition, and other services. *Home visits at transition points to elementary, middle, and high school. 2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. *Conferences with every parent at least once a year. *Language translators to assist families as needed. *Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. 3. Volunteering: Recruit and organize parent help and support. *School/classroom volunteer program to help teachers, administrators, students, and other parents. *Parent room or family center for volunteer work, meetings, and resources for families. *Annual postcard survey to identify all available talents, times, and locations of volunteers. 4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. *Information for families on skills required for students in all subjects at each grade. *Information on homework policies and how to monitor and discuss schoolwork at home.		

Action #	Title	Description	Total Funds	Contributing
		5. Decision-making: Include families as participants in school decisions and develop parent leaders and representatives. *Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation. *District-level advisory councils and committees. 6. Collaborating with Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community. *Provide information for students and families on community health, cultural, recreational, social support, and other programs or services. *Provide information on community activities that link to learning skills and talents, including summer programs for students. In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the District English Learner Advisory Committee DELAC in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the SELPA Parent Advisory Committee in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. In order to continuously improve scope and amplification of opportunities for parents, teachers, and community to partner in supporting student learning at school and home, the Professional Learning Community strategy will be applied to the Site Council in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement.		

Action #	Title	Description	Total Funds	Contributing
		Promote community partnerships that nurtures community support, collaboration, and networks for English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. There are several community partnerships we work closely with such as EduAct and Action Network. Furthermore, Point Arena has instituted a community-wide health fair sponsored by the MENDONOMA Health Alliance, which takes place the first week of October, annually. In 22.23, Point Arena High School and the Rotary Club partnered to build a radio lab for the CTE course Radio Tech. In 23.24, Point Arena High School and the Rotary Club partnered with Action Network to build the Lake Street Teen Health Clinic. In 24.25, Point Arena High School and the Rotary Club are partnering to build the Lake Street Makerspace for the CTE department. In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to the Rotary Club in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes. In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to Action Network in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes.		
3.2	Community Liaisons and Programs	Maintain important community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Point Arena Radio Program to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.	$34,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the Native American Education Advisory Committee (NAEAC) in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. Need to increase percentage of parental engagement for Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families through increased parent attendance at PLC meetings, while providing Spanish speaking staff to assist the collaboration process.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Point Arena High School received Equity Multiplier funds to address the stability rate at the continuation high school (South Coast Continuation) (SCHS). The funds are spent on salary for an additional 0.5 teacher to support EL Students, Hispanic Students, and all students with their credit recovery needs as they transfer between Point Arena High School and South Coast Continuation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 4 was developed in coordination with the District's Strategic Plan: 1) provide a strong aligned 9-12 curriculum based on Common Core Standards, Career and Technical Education (CTE) competencies, and Social Emotional Learning (SEL); 2) eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student. Goal 4 was developed specifically to support Goal 1: build an educational system that gives each and every student a high quality education where they can pursue their own future and make positive contributions in their global communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	In order to eliminate educational barriers, like the instability rate for students moving between tiered programs, and, thus, expand access to educational programs	*100% of students identified with a 75 or more credit deficit prior to transition from Tier 1 to Tier 3. *Students identified for transition support by the	* 100% of students identified with a 50 to 75 credit deficit prior to transitioning from Tier 1 to Tier 3.		* 100% of students will have a 35 or less credit deficit prior to transitioning from Tier 1 to Tier 3.	23.24 - 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit versus 24.25 100% of identified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	focused on engagement and rigor, El Students, Hispanic Students, and all students will have access to transition support for credit recovery 1 year prior to leaving Tier 1 for Tier 3. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness Report from Aeries Analytics 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS)	Student Articulation PLC enrolled in 1-on-1 credit recovery (65%).	*Students identified for transition support by the Student Articulation PLC enrolled in 1-on-1 credit recovery (82.1%).		*100% of students identified for transition support by the Student Articulation PLC will be enrolled in 1-on-1 credit recovery.	students transitioned from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. 23.24 - 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery versus 24.25 82.1% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery. An additional 17.9% of growth is mandated over the next 3 years.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation strategy described aims to eliminate educational barriers, such as the instability rate for students transitioning between tiered programs, and to expand access to educational programs focused on engagement and rigor. Specifically, El Students, Hispanic Students, and all students identified for transition support are planned to receive credit recovery support one year prior to leaving Tier 1 for Tier 3.

Planned Actions and Their Evolution:

The program outlines clear, progressively ambitious targets across different academic years for both credit deficit reduction and credit recovery enrollment:

- Credit Deficit Reduction:

< In 23.24, the plan was for 100% of identified students transitioning from Tier 1 to Tier 3 to do so with a 75 or more credit deficit.

< For 24.25, the goal is for 100% of identified students to transition from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. This represents a planned reduction in the acceptable credit deficit range, indicating a target for improved student preparedness.

< Looking further ahead to 26.27, the most ambitious goal is for 100% of students to have a 35 or less credit deficit prior to transitioning from Tier 1 to Tier 3.

- Credit Recovery Enrollment:

< For 23.24, 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 were intended to receive credit recovery.

< For 24.25, the target is to increase this to 82.1% of Unduplicated Pupils identified for transition receiving credit recovery.

< By 26.27, the ultimate goal is for 100% of students identified for transition support by the Student Articulation PLC to be enrolled in 1-on-1 credit recovery.

Substantive Differences in Planned Actions and Actual Implementation:

The source provides a baseline for 23.24 and then outlines targets for 24.25 and 26.27, which can be seen as an ongoing implementation plan rather than a report on differences between initial plan and actual outcome for a single period. The 23.24 figures serve as the initial state of implementation against which future targets are set:

- Credit Deficit: In 23.24, 100% of identified students transitioned with "75 or more credit deficit". The subsequent targets for 24.25 (50-75 credit deficit) and 26.27 (35 or less credit deficit) represent planned, progressive improvements rather than a deviation from an initial 23.24 plan.
- Credit Recovery Provision: For 23.24, 65% of Unduplicated Pupils identified for transition received credit recovery. The plan for 24.25 represents a significant intended increase to 82.1%. This 17.1% increase demonstrates a clear proactive step in expanding support.

Relevant Challenges and Successes Experienced with Implementation:

While the source doesn't explicitly label "challenges" or "successes," we can infer them from the data and targets:

- Successes:

< The establishment of clear, measurable, and progressively challenging goals for both reducing credit deficits and increasing credit recovery enrollment indicates a structured approach to improving student outcomes.

< The planned increase from 65% to 82.1% in credit recovery for Unduplicated Pupils for 24.25 suggests a successful initiation of expanded

support and a commitment to reaching more students. The explicit mandate for "1-on-1 credit recovery" by 26.27 highlights a focus on individualized support, which can be seen as a key success in program design.

- Challenges:

< The initial state in 23.24, where 100% of transitioning students had a "75 or more credit deficit," indicates a significant academic hurdle for a large portion of students that the program is designed to address.
< The statement that an "additional 17.9% of growth is mandated over the next 3 years" beyond the 82.1% target for 24.25 suggests that achieving full (100%) credit recovery enrollment for identified students is an ongoing challenge requiring sustained effort and commitment.
< Reaching the long-term goal of 100% of students having a 35 or less credit deficit by 26.27 will likely be a substantial challenge, given the higher initial deficits observed.
The implementation relies on various data sources for monitoring and reporting, including The College and Career Readiness Report (from the Dashboard and Aeries Analytics), The A-G Readiness Report (from Aeries Analytics), CALPADS, Aeries Student Profiles, NWEA Learning Management System, CAASPP Test Operational Management System (TOMS), and California Educators Reporting System (CERS). This comprehensive data collection system is crucial for tracking progress and identifying areas for further focus.

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.

- Credit Deficit Reduction:

< 2023-2024 Baseline: 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit.
< 2024-2025 Planned Percentage: The plan aims for 100% of identified students to transition with between a 50 and 75 credit deficit. This represents a planned improvement by reducing the upper threshold of acceptable credit deficit.
< 2026-2027 Planned Percentage: The long-term goal is for 100% of students to have a 35 or less credit deficit prior to transitioning. This signifies a substantial planned improvement over the initial 2023-2024 baseline.

- Credit Recovery Enrollment:

< 2023-2024 Baseline: 65% of Unduplicated Pupils identified for transition received credit recovery.
< 2024-2025 Planned Percentage: The target is to increase this to 82.1% of Unduplicated Pupils receiving credit recovery. This is a planned increase of 17.1% over the 2023-2024 figure.
< 2026-2027 Planned Percentage: The ultimate goal is for 100% of students identified for transition support to be enrolled in 1-on-1 credit recovery. This indicates a mandated additional 17.9% growth over three years beyond the 82.1% target for 2024-2025.
http://www.doc-tracking.com/screenshots/24LCAP/Instructions/24LCAPInstructions.htm#GoalAnalysis

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The effectiveness of specific actions to date in making progress toward the goal of eliminating educational barriers and expanding access to educational programs can be assessed by examining the baseline data for the 2023-2024 academic year. The program aims to provide transition support for credit recovery to EL Students, Hispanic Students, and all students one year prior to leaving Tier 1 for Tier 3.

Regarding the reduction of credit deficits for transitioning students:

- As of the 2023-2024 academic year, the data indicates a significant challenge rather than demonstrated effectiveness in reducing credit deficits. 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit. This figure represents the current state or baseline from which future improvements are planned.
- The planned actions aim to reduce this significantly, targeting 100% of students to transition with between a 50 and 75 credit deficit by 2024-2025, and ultimately with a 35 or less credit deficit by 2026-2027. However, the 2023-2024 data does not yet show progress in achieving these reductions; instead, it highlights the initial magnitude of the credit deficit problem that the program is designed to address. Therefore, to date, the specific actions have not yet demonstrated effectiveness in reducing credit deficits for the students transitioning in 23.24.

Regarding the expansion of access to credit recovery services:

- In the 2023-2024 academic year, 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery. This indicates that the action of providing credit recovery is being implemented and is reaching a substantial portion of the target population.
- While 65% represents a current level of service provision, it also signifies that 35% of identified students did not receive this support. The program has set ambitious targets for future improvement, aiming to increase this percentage to 82.1% by 2024-2025 and to 100% of identified students enrolled in 1-on-1 credit recovery by 2026-2027. The explicit statement that "An additional 17.9% of growth is mandated over the next 3 years" further suggests that while progress is being made in providing access, the current level (65%) is not yet considered fully effective in meeting the ultimate goal of universal access to credit recovery for transitioning students.

In summary, to date, the available information primarily establishes a baseline for the challenge (high credit deficits for all transitioning students) and an initial level of service provision (65% of students receiving credit recovery). While credit recovery services are being provided to a majority of identified students, the program's full effectiveness in reducing credit deficits and achieving universal access to support remains a future objective, with clear, progressive targets set for subsequent years.

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

Based on reflections on prior practice, particularly the baseline data from the 2023-2024 academic year, significant changes and ambitious adjustments have been made to the planned goals, metrics, and target outcomes for the coming year (2024-2025) and subsequent years (up to 2026-2027). These changes are designed to improve student outcomes and expand support in credit recovery.
The overarching goal remains to eliminate educational barriers, such as instability rates for students transitioning between tiered programs, and to expand access to educational programs focused on engagement and rigor for EL Students, Hispanic Students, and all students requiring transition support for credit recovery.
Here are the specific changes made as a result of reflecting on prior practice:
1. Changes to Credit Deficit Target Outcomes:
? Prior Practice (23.24): The baseline showed that 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit. This indicates a significant challenge in student preparedness.

? Change for Coming Year (24.25): As a direct response to this high deficit, the target outcome has been changed. For 2024-2025, the plan is for 100% of identified students to transition from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. This is a planned reduction in the acceptable maximum credit deficit, reflecting an effort to improve student academic standing prior to transition.
? Long-term Goal (26.27): Building on this reflection, the ultimate goal for 2026-2027 is even more ambitious: 100% of students will have a 35 or less credit deficit prior to transitioning from Tier 1 to Tier 3. This progression demonstrates a clear intent to systematically reduce credit deficits based on the initial high deficit observed.
2. Changes to Credit Recovery Enrollment Target Outcomes/Actions:
? Prior Practice (23.24): In the 2023-2024 academic year, 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery. While a majority, this still left 35% without this critical support.
? Change for Coming Year (24.25): Reflecting on the need to expand access, the target for 2024-2025 has been increased significantly. The plan is for 82.1% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 to receive credit recovery. This represents a planned 17.1% increase in service provision for the coming year.
? Long-term Goal (26.27): Further emphasizing this commitment to expanded access, the program mandates "An additional 17.9% of growth over the next 3 years" beyond the 24.25 target. The long-term target for 2026-2027 is for 100% of students identified for transition support by the Student Articulation PLC to be enrolled in 1-on-1 credit recovery. This indicates a clear shift towards universal and individualized support, driven by the realization from prior practice that not all identified students were receiving necessary recovery services.
In essence, the data from 2023-2024 served as a baseline, revealing the scale of the credit deficit issue and the existing coverage of credit recovery services. The subsequent adjustments to targets for 2024-2025 and 2026-2027 are direct responses to this prior practice, aiming for progressive improvements in student academic standing and comprehensive access to individualized credit recovery support.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Access to Transition Support for Credit recovery	Equity Multiplier funds address the stability rate at the continuation high school (South Coast Continuation) (SCHS). The funds are spent on salary for an additional .5 teacher to support EL Students, Hispanic Students, and all students with their credit recovery needs as they transfer between Point Arena High School and South Coast Continuation.	$40,397.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$169,487	$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
8.994%	0.000%	$0.00	8.994%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Core Subject Areas **Need:**	Galvanizing the master schedule with A-G aligned offerings has put the system in a position to begin guaranteeing viable access to a competitive A-G transcript for students to qualify for post secondary academics upon graduation. Managing and increasing the percentage of students being administered quality assessments in conjunction with precise A-G and CTE curriculum pathways articulated with post-secondary schools will target and address the need for greater numbers of students college and career able.	The percentage of graduating students completing an A-G aligned Common Core Standards based course profile will be measured for growth. The percentage of students participating to completion in the formative and/or summative Smarter Balanced assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The percentage of Unduplicated Pupils graduating college and career ready has reached a benchmark of 63%. This exceeded the original 6% of growth expected by 26.27. **Scope:** LEA-wide		batteries (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, and Summative Assessments) will be measured for accessibility and disciplinary literacy (i.e., the effects of courses that are not simply English language arts and mathematics) will be measured for growth.
1.2	**Action:** Technology and Mentorship **Need:** Grade 9 students scored a 102.5 on the California Student Wellness Index, which is greater than the California State average by 1.2. Grade 11 students scored a 98.8 on the California Student Wellness Index, which is just shy of the California State average of 100. **Scope:** LEA-wide	95% of the student body is enrolled in at least one CTE course. Aligning the SEL curriculum offering with the CTE curriculum offering attaches the needed SEL support and learning to a department, wherein, 95% of the school is enrolled.	The percentage of students in grade 9 - 12 completing Social Emotional Learning (SEL) menus, which are correlated with the completion of at least one CTE course, because the SEL menu is integrated into the CTE program, will be measured for growth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Electives and Extra-Curricular Activities **Need:** The percentage of Unduplicated Pupils graduating with at least one CTE pathway completion has reached a benchmark of 40%, and an additional 6% of growth is expected over the next 3 years. The percentage of Unduplicated Pupils graduating with at least one dual enrollment course completion has reached a benchmark of 20%, and an additional 6% of growth is expected over the next 3 years. **Scope:** LEA-wide	Galvanizing the master schedule with a wide selection of CTE aligned offerings has put the system in a position to begin guaranteeing viable access to a competitive CTE transcript for students to qualify for post secondary careers upon graduation. Managing and increasing the percentage of students being exposed to the project-based learning in the Makerspaces in conjunction with precise CTE curriculum pathways articulated with post-secondary schools will target and address the need for greater numbers of students career able.	The percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways and student dual enrollment completions will be measured for growth.
1.5	**Action:** Counseling **Need:** The percentage of Unduplicated Pupils receiving targeted intervention and/or triage-style tutoring has reached a benchmark of	Galvanizing the targeted intervention system an expanding the triage-style tutoring available will put the system in a position to begin guaranteeing viable access to a competitive and systemic guided instruction mechanism and process. Managing and increasing the percentage of students receiving targeted intervention and triage-style tutoring in conjunction with precise application of MAP data per student will target and address the need for greater numbers of students.	The percentage of 9 - 12 students yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score will be measured for growth and targeted for intervention and/or triage-style tutoring.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	70%, and an additional 25% of growth is mandated over the next 3 years. **Scope:** LEA-wide		
2.1	**Action:** Positive Behavior Interventions & Support **Need:** The percentage of Unduplicated Pupils suspended or expelled has reached a benchmark of 6% suspended and 0% expelled with an increase in MTSS enrollment of 70%--but Chronic Absenteeism has skyrocketed post COVID. We will maintain the low suspension rate and expulsion rate, while continuing to identify 6% more students for MTSS enrollment and reduce the Chronic Absenteeism by 6% of growth over the next 3 years. **Scope:** LEA-wide	Galvanizing the targeted intervention system and expanding the triage-style tutoring available will put the system in a position to begin guaranteeing viable access to a competitive and institutionalized guided instruction mechanism and process. Managing and increasing the percentage of students receiving targeted intervention and triage-style tutoring in conjunction with precise application of MAP data per student will target and address the need for greater numbers of students.	The percent of 9 - 12 students suspended per year (classroom- and home-suspension), the percent of 9 - 12 students expelled per year. the percent of 9 - 12 students enrolled in the Multitiered System of Support (MTSS), and the percent of 9 - 12 students Chronically Absent will be targeted for improvement.
2.2	**Action:** Facilities and Maintenance	Galvanizing the facility in the Makerspace model will put the system in a position to begin guaranteeing viable access to a competitive, secure, and modern learning space.	Percent of Grade 9 students that "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. Percent of Grade 11 students that "Agree" and "Strongly

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Because 44% of Unduplicated Grade 9 students "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep. 37% of Unduplicated Grade 11 students "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep. 16% of staff "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep; we will begin repaired room 18's floor, so this room could be used for instruction and counseling. Furthermore, we will re-paint walls damaged and scarred from past repairs, so the look is uniform. Lastly, we will reimagine our library, shop, weight room/field house, and art center areas into MakerSpaces, so we can offer a modern look more conducive to positive thinking about the image of our facilities. Due to project implementations over the next year, we expect a 6% decrease in all three data points. **Scope:**		Agree" facilities are safe with a high-level of upkeep. Percent of staff that "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.
2.3	**Action:** Community Partnerships and Outreach **Need:** 14% of Unduplicated Students are assigned to the SARB intervention mechanism and process, while Chronic Absenteeism is 34%. 44% of All Students are enrolled in a wellness program mechanism and process. 16% of Staff are enrolled in a wellness program	Galvanizing the SARB mechanism and process combined with increases in wellness programs for both students and staff will increase staff and student wellbeing and overall mental health.	The percent of 9-12 students chronically absent assigned to the Student Attendance Review Board (SARB) intervention mechanism and process. The percent of enrollment in our local wellness programs that enhance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mechanism and process. 6% growth in all data points is expected. **Scope:**		physical/social emotional well-being for students and staff.
3.1	**Action:** Communications with Educational Partners **Need:** Addressing Low Attendance Rates (e.g., Site Council at 4.6%, DELAC at 13%, Special Education community at 22%)...the guiding principle of "More contact: more opportunity" and the explicit goal of "increased parental attendance and engagement at educational partner meetings." For example, 4 total DELAC meetings offered. 1 total DELAC meetings offered per quarter. 13% of the English Learner community attended DELAC meetings on average. 1 total meetings offered for the Special Education community. Less than 1 total meetings offered per quarter for the Special Education community. 22% of the Special Education community attended meetings on average. 4 total Site Council meetings offered. 1 total Site Council meetings offered per quarter. 4.6% of the community attended Site Council meetings on average. 2 total Rotary Club meetings offered. Less than 1 total Rotary Club meetings offered per quarter. 11.7% of the staff attended Rotary	The Professional Learning Community strategy will be applied to all partnerships in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes. More contact: more opportunity.	Increased sub-committee meetings per quarter for DELAC, SELPA Parent Advisory Committee, Site Council, Rotary Club, and Action Network.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Club meetings on average. 1 total joint project completed. 4 total Action Network meetings offered. 1 total Action Network meetings offered per quarter. 10% of the staff attended Action Network meetings on average. 1 Total joint projects completed. **Scope:** LEA-wide		
3.2	**Action:** Community Liaisons and Programs **Need:** Addressing Low Attendance Rates...the guiding principle of "More contact: more opportunity" and the explicit goal of "increased parental attendance and engagement at educational partner meetings." For example, 4 total NAEAC meetings offered. 1 total NAEAC meetings offered per quarter. 25% of the Native American community attended NAEAC meetings on average. **Scope:** LEA-wide	The PLC strategy specifically aims to achieve two main objectives: Encourage increased joint project outcomes across various partnerships. Encourage increased parental attendance and engagement with liaisons, with a particular focus on Native American families. To achieve these goals, the strategy mandates increased sub-committee meetings per quarter. It also specifically seeks to "galvanize" the Native American Education Advisory Committee (NAEAC) through this structured PLC approach to boost parental attendance and engagement. By Galvanizing the Native American Education Advisory Committee (NAEAC) through the Professional Learning Community strategy in the form of a well defined organizational chart with increased sub-committee meetings per quarter will encourage increased parental attendance and engagement with the liaison.	Percentage of parental engagement for Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families through increased parent attendance at PLC meetings.
4.1	**Action:**	Adding a .5 FTE teacher to manage credit recovery for identified students 1-year prior to	The quantity of students and the quantity of their

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Access to Transition Support for Credit recovery **Need:** Students identified with high levels of credit recovery (a 75 or more credit deficit) prior to transfer from Tier 1 to Tier 3. **Scope:** Schoolwide	transitioning from Tier 1 to Tier 3 will decrease the quantity of credits transferred and, thus, set each student up to succeed in their graduation pathway.	credit deficit prior to transitioning from Tier 1 to Tier 3 will be measured. The quantity of students identified for transition from Tier 1 to Tier 3 enrolled in credit recovery 1-year prior to transition will be measured.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Language Development **Need:** There is a need for substantial growth in English language proficiency development and, therefore must increase ELPAC 9th graders oral and written scores by 6%. Must increase ELPAC 10th graders oral and written scores by 6%. Must increase ELPAC 11th graders oral and written scores by 6%. Must	Increasing the percentage of students developing their oral and written English language proficiency to fluent before graduation with the ELPAC assessment as the roadmap and accountability mechanism keeps the EL department compliant, focused, and informs instructional programs.	The percentage of English Language Learner students meeting ELPAC Assessment growth percentages will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	increase ELPAC 12th graders oral and written scores by 6%. **Scope:** Limited to Unduplicated Student Group(s)		

For any limited 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, as applicable.

The above students have access to academic counseling and two MFT. Tutoring and Chromebooks are made available. Students have access to support classes, elective classes, AP, and college classes. The MFTs also put these students in contact with other agencies that provided the following services:

RCMS: mental, physical, emotional, dental healthcare

SCHIP: physical healthcare for our Native Youth

Action Network: Internships, anti-drug groups, youth leadership training, social groups, food support. shelter info and vouchers, and counseling (legal access in the future), environmental ed camps

Mendonoma Health Alliance: Case management, monetary help, internet access, food support

RCS: Supposedly does some therapy, but has not made good on referrals lately

Gualala Arts Center: Art Summer camp, various art opportunities/scholarships

Additional Concentration Grant Funding

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.

We utilize the additional concentration grant add-on funding for staff who provide direct intervention services to students.

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	n/a	1:13.77
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:8.77

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,884,496	169,487	8.994%	0.000%	8.994%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$364,943.00	$252,741.00	$1,401,992.00	$66,018.00	$2,085,694.00	$1,775,858.00	$309,836.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Core Subject Areas	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$426,079.00	$6,175.00	$88,518.00	$51,518.00	$290,718.00	$1,500.00	$432,254.00	0
1	1.2	Technology and Mentorship	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$43,080.00	$51,850.00	$12,406.00		$76,924.00	$5,600.00	$94,930.00	0
1	1.3	Electives and Extra-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$282,927.00	$179,462.00	$43,327.00	$120,826.00	$298,236.00		$462,389.00	0
1	1.4	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$57,052.00	$15,250.00	$55,354.00	$5,000.00	$11,948.00		$72,302.00	0
1	1.5	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$91,332.00	$35,000.00	$91,332.00	$35,000.00			$126,332.00	0
2	2.1	Positive Behavior Interventions & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$95,597.00	$0.00	$49,135.00		$620.00	$45,842.00	$95,597.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Facilities and Maintenance	All	No			All Schools		$714,724.00	$500.00			$715,224.00		$715,224.00	0
2	2.3	Community Partnerships and Outreach	All	No			All Schools	Ongoing	$5,563.00	$0.00			$5,563.00		$5,563.00	0
3	3.1	Communications with Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,031.00	$300.00	$3,572.00		$2,759.00		$6,331.00	0
3	3.2	Community Liaisons and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,076.00	$21,299.00	$21,299.00			$13,076.00	$34,375.00	0
4	4.1	Student Access to Transition Support for Credit recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	$40,397.00	$0.00		$40,397.00			$40,397.00	

2025-26 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
$1,884,496	169,487	8.994%	0.000%	8.994%	$364,943.00	0.000%	19.366 %	**Total:**	$364,943.00
								LEA-wide Total:	$309,589.00
								Limited Total:	$55,354.00
								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**	Core Subject Areas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,518.00	0
1	**1.2**	Technology and Mentorship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,406.00	0
1	**1.3**	Electives and Extra-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,327.00	0
1	**1.4**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$55,354.00	0

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	1.5	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,332.00	0
2	2.1	Positive Behavior Interventions & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,135.00	0
2	2.2	Facilities and Maintenance				All Schools		0
2	2.3	Community Partnerships and Outreach				All Schools		0
3	3.1	Communications with Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,572.00	0
3	3.2	Community Liaisons and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,299.00	0
4	4.1	Student Access to Transition Support for Credit recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,996,324.00	$2,126,930.00

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**	Core Subject Areas	Yes	$455,702.00	422493
1	**1.2**	Technology and Mentorship	Yes	$117,831.00	215698
1	**1.3**	Electives and Extra-Curricular Activities	Yes	$383,157.00	474567
1	**1.4**	English Language Development	Yes	$126,703.00	96474
1	**1.5**	Counseling	Yes	$105,980.00	120548
2	**2.1**	Positive Behavior Interventions & Support	Yes	$90,608.00	89609

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	**2.2**	Facilities and Maintenance	No	$671,262.00	664522
2	**2.3**	Community Partnerships and Outreach	No	$5,229.00	5345
2	**2.7**				
3	**3.1**	Communications with Educational Partners	Yes	$6,058.00	5010
3	**3.2**	Community Liaisons and Programs	Yes	$33,794.00	32664

2024-25 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)
$176,023	$417,643.00	$404,918.00	$12,725.00	0.000%	0.000%	0.000%

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	Core Subject Areas	Yes	$94,734.00	85060	0	0
1	1.2	Technology and Mentorship	Yes	$11,919.00	12910	0	0
1	1.3	Electives and Extra-Curricular Activities	Yes	$41,439.00	38785	0	0
1	1.4	English Language Development	Yes	$74,337.00	71808	0	0
1	1.5	Counseling	Yes	$85,980.00	85548	0	0
2	2.1	Positive Behavior Interventions & Support	Yes	$84,368.00	88126	0	0

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)
3	**3.1**	Communications with Educational Partners	Yes	$3,447.00	2382	0	0
3	**3.2**	Community Liaisons and Programs	Yes	$21,419.00	20299	0	0

2024-25 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)
$1,885,669	$176,023	0.000%	9.335%	$404,918.00	0.000%	21.473%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

California Department of Education
November 2024