



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Point Arena Joint Union High School District

CDS Code: 23-655990000000

School Year: 2024-25

LEA contact information:

Marc E. Feliz

Principal

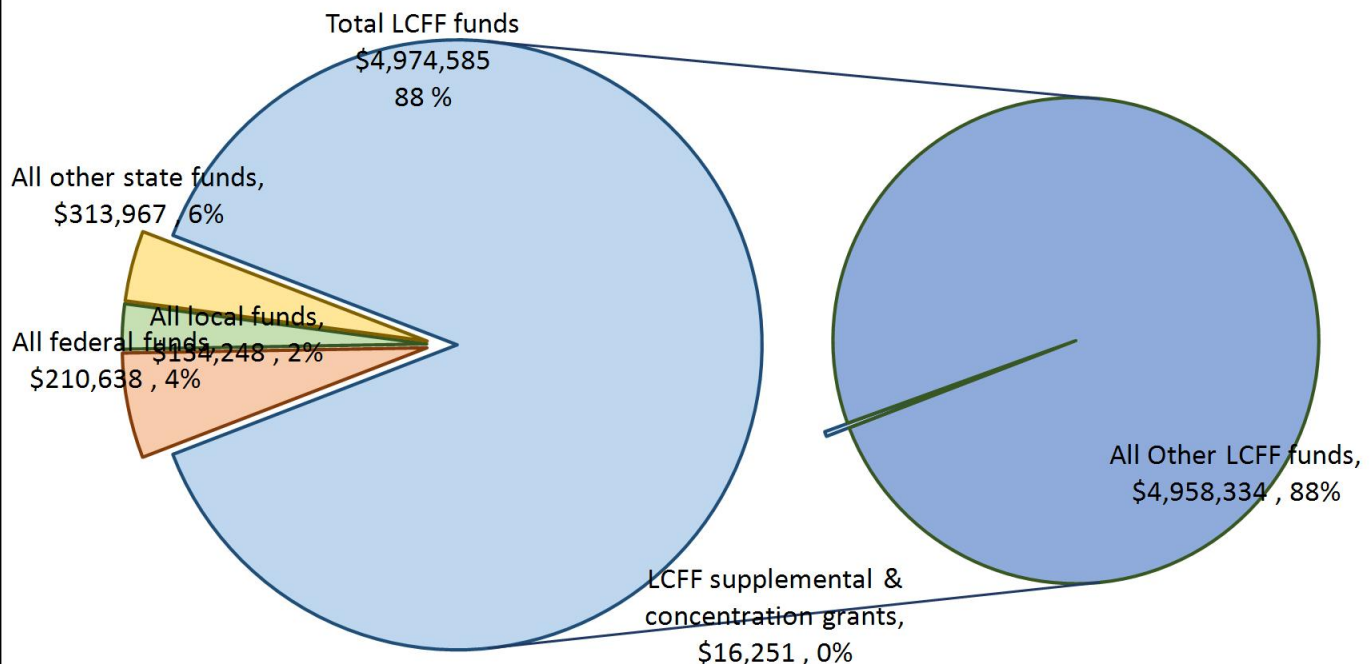
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

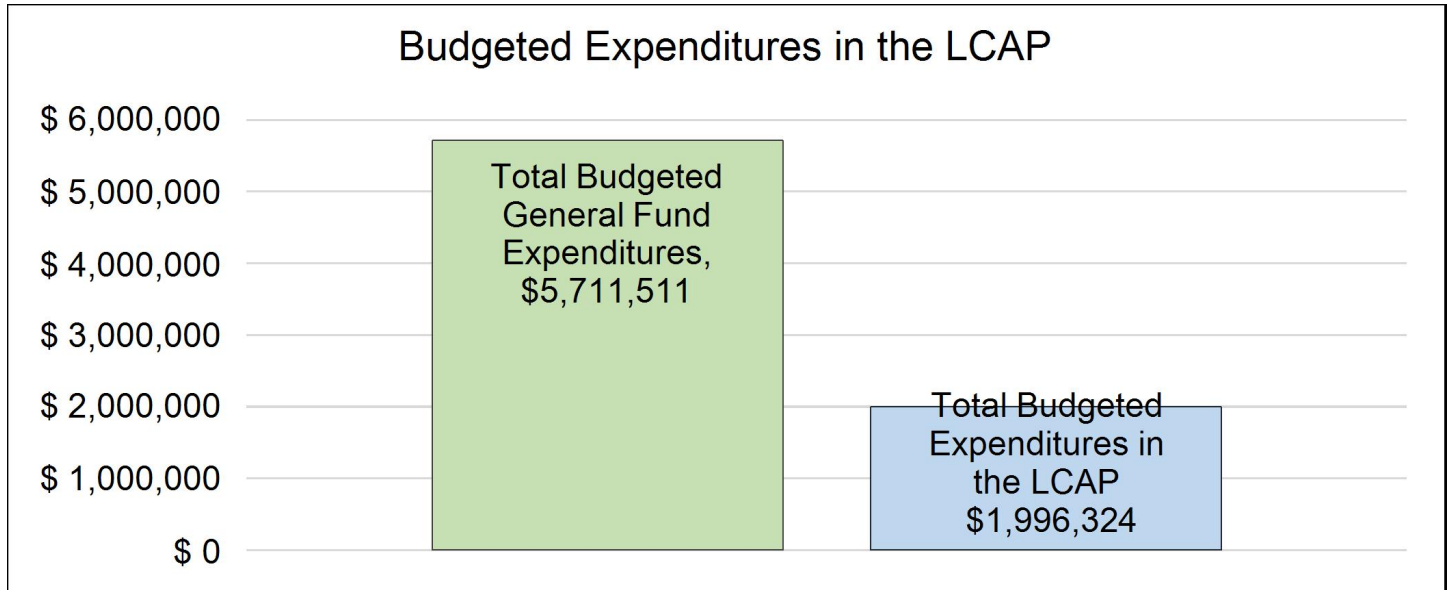


This chart shows the total general purpose revenue Point Arena Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Point Arena Joint Union High School District is \$5,633,438, of which \$4,974,585 is Local Control Funding Formula (LCFF), \$313,967 is other state funds, \$134,248 is local funds, and \$210,638 is federal funds. Of the \$4,974,585 in LCFF Funds, \$16,251 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 2024-25. 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 \$5,711,511 for the 2024-25 school year. Of that amount, \$1,996,324 is tied to actions/services in the LCAP and \$3,715,187 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

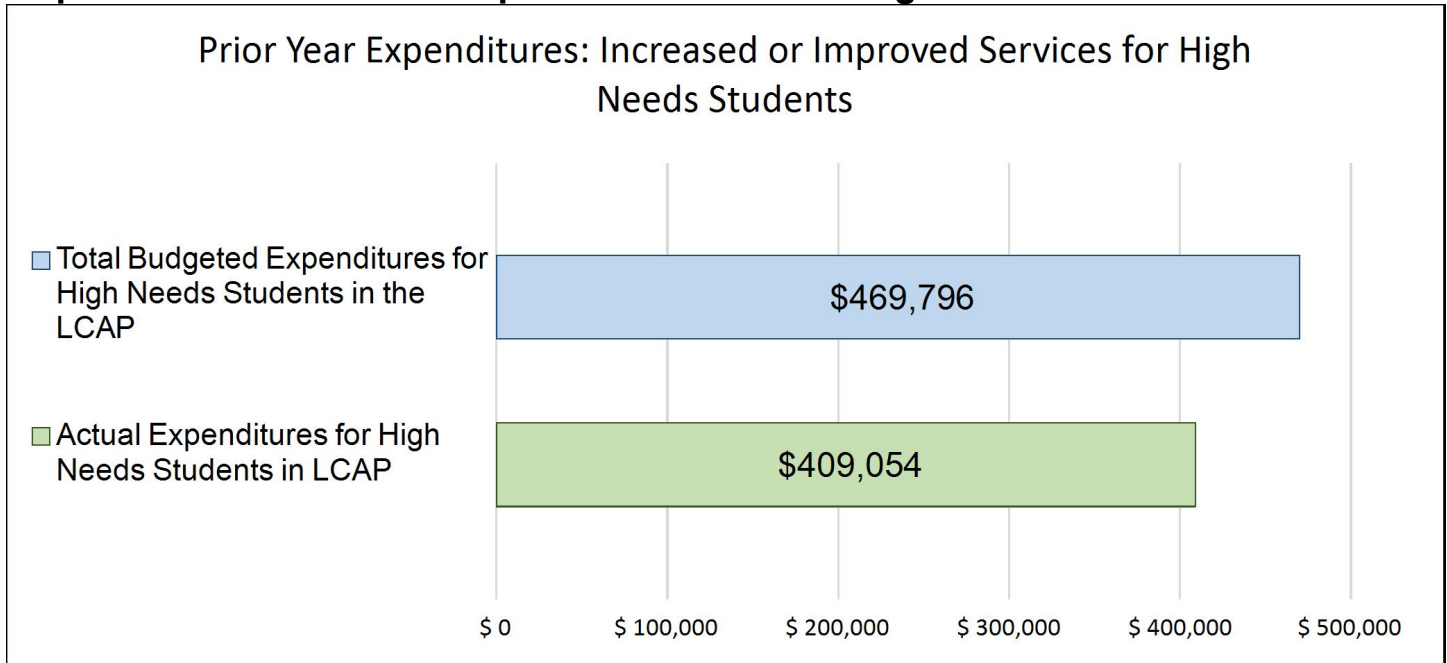
Total General Fund expenditures not included in the LCAP is approximately \$3.7M, comprised of salaries and benefits for base subjects as well as for classified and administrative staff (approximately \$1.95M), general overhead, clerical, maintenance/janitorial, utility, and other site expenses (approximately \$943k), contributions to other funds (ie. cafeteria, facilities, deferred maintenance, and pupil transportation, etc.) (approximately \$183k), contributions to other resources within the general fund (ie. special education, transportation, etc.) (approximately \$1M) (note: these are not 'expenditures'), and Point Arena High School's portion of District Office expenses (approximately \$643k).

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Point Arena Joint Union High School District is projecting it will receive \$16,251 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 \$417,643 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 2023-24



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 2023-24, Point Arena Joint Union High School District's LCAP budgeted \$469,796 for planned actions to increase or improve services for high needs students. Point Arena Joint Union High School District actually spent \$409,054 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-60,742 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 less than budget for high needs students primarily due to staffing changes for the ELD Paraeducator position, Mental Health Counselor position, Spanish Teacher position, and Music Teacher position. Therefore, overall, the related services were still present as professional services were utilized in some cases, and in other instances a mid-year staffing change caused the dollar decrease due to the new staff member being at a lower step/column relative to budget.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Implement an educational system that prepares students for success in college and/or career. LCAP Priorities: Basics (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (Priority 5), Course Access (Priority 7), and Other Student Outcomes (Priority 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
As a broad course of study, e.g., A balance of A-G course offerings, CTE course offerings, and intervention course offerings, has been called out as a qualifier for master schedule design, thus, the Student Articulation Professional Learning Community (SAPLC) has been formed and implemented to address Dufour's Corollary Questions: 1. What must Point Arena students achieve to be considered proficient, 2. How will we know each Point Arena	<p>Every pupil in Point Arena High School has sufficient access to the standards-aligned instructional materials, especially, English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities, as follows:</p> <p>English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities have</p>	<p>Pupil outcomes for the adopted course of study for grades 9 to 12 are as follows:</p> <p>22.9% of All students from the 21.22 "Graduate Cohort" met A-G requirements. 33.3% of Hispanic students from the 21.22 Graduate Cohort met A-G requirements. 25% of Socio-economically Disadvantaged students from the 21.22 Graduate Cohort met A-G requirements.</p> <p>8% of all students completed at least</p>	<p>Pupil outcomes for the adopted course of study for grades 9 to 12 are as follows:</p> <p>21.4% of All students from the 22.23 "Graduate Cohort" met A-G requirements and are college and career ready. 33.3% of Hispanic students from the 22.23 Graduate Cohort met A-G requirements and are college and career ready. 26.3% of Socio-economically Disadvantaged students from the 22.23 Graduate Cohort met A-G requirements and are college and career</p>	<p>All students from the 23.24 "Graduate Cohort" have been evaluated and are currently meeting A-G requirements and have been provided the opportunity to qualify college and career ready either through our dual enrollment program with local community colleges or through our local CTE programs and A -G courses featured in our master schedule. 95% of the student population is enrolled in at least one CTE pathway. The other 5% of the student population will reach</p>	<p>40% of English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities will graduate college and career ready.</p> <p>40% of English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities will meet A-G requirements.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student has achieved proficiency, 3. How will we respond when Point Arena students have not achieved proficiency, and 4. how can we extend and enrich the experience for Point Arena students who have achieved proficiency?	access to A-G classes. English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities have access CTE classes.	one CTE class. 12.5% of Hispanic students completed at least one. 10.5% of Socio-economic Disadvantaged. 58.4.% of the master schedule has been formed to facilitate A-G and career readiness, directly.	ready. 100% of Students with Disabilities from the 22.23 Graduate Cohort met A - G requirements and are college and career ready. 100% of McKinney-Vento students from the 22.23 Graduate Cohort met A - G requirements. 100% of English Learners from the 22.23 Graduate Cohort met A - G requirements and are college and career ready.	college and career ready, because they are either dually enrolled at Mendocino Community College or Santa Rosa Junior College. With 95% of our student population enrolled in courses aligned A - G and/or CTE, we feel this correlates well with the Desired Outcome target of 40% of English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities graduating college and career ready. Even considering students affected by failed courses and impacted schedules, our Tier 2 intervention system has the capacity to perform credit recovery in the	45% of English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities will complete at least one CTE class. At most 90% of the master schedule must be designed to meet A-G and college and career readiness outcomes. At least 10% of the master schedule must be a recursive mechanism designed to meet the intervention needs of all student groups on their quest to achieve grade-level proficiency (e.g., General Education Students, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically
The SAPLC considers quantitative data, qualitative data (surveys), and, most importantly, program considerations (e.g., considerations for English Learners, considerations for students qualifying as McKinney-Vento, considerations for students qualifying as socioeconomically disadvantaged, considerations for foster youth, and considerations for students with disabilities).	No less than one CTE pathway is offered to English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities, and all students have access. At most 90% of the master schedule must be designed to meet A-G and college and career readiness outcomes for English Learners, students qualifying as McKinney-Vento,	13% of the master schedule has been formed to support intervention, which is articulated through MAP scores, student grades of a C or higher, and A-G Readiness. 14.3% of the master schedule has been formed to support Students with Disabilities under the brand Study Skills, and this is supported further by Workability County wide and through jobs on-site at the Pirate Cafe. The Pirate Cafe employed	7.5% of all students completed at least one CTE class. 9.1% of Hispanic students completed at least one. 9.7% of Socio-economic Disadvantaged. 66.5% of the master schedule has been formed to facilitate A-G and career readiness, directly.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Teachers appropriately assigned and credentialed correlate with a guaranteed and viable curriculum pathway for students.</p> <p>As both the yearly master schedule design and the correlation of student schedules to said master schedule have been called out as the driving nexus to guarantee a viable pathway to reach the Desired Outcomes for 2023-24, the following metric mechanisms correlate with vital college and career readiness data and, thus, add metric values to the process:</p> <p>1. The College and Career Readiness Report on the Dashboard</p> <p>2. The College and Career Readiness Report from Aeries Analytics and</p>	<p>students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities.</p> <p>At least 10% of the master schedule must be a recursive mechanism designed to meet the intervention needs of all student groups on their quest to achieve grade-level proficiency (e.g., General Education Students, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities). The correlation of students to interventions will be based on evaluations made by the SAPLC. These evaluations will be measured in part through the Smarter Balanced Interim Comprehensive Assessments for 9th</p>	<p>6 students during the 21.22 school year.</p> <p>7.8% of the master schedule has been formed to support all students under the brand Study Hall.</p> <p>2.6% of the master schedule has been formed to support English with A-G and career readiness under the brand Tier 2.</p> <p>1.3% of the master schedule has been formed to support English Learners under the brand ELD.</p> <p>2.6% of the master schedule has been formed to support math with A-G and career readiness under the brand Math Academy.</p> <p>11.1% of the All students group from the 21.22 Graduate Cohort completed at</p>	<p>14% of the master schedule has been formed to support intervention, which is articulated through MAP scores, student grades of a C or higher, and A-G Readiness.</p> <p>9% of the master schedule has been formed to support Students with Disabilities under the brand Study Skills, and this is supported further by Workability County wide and through jobs on-site at the Pirate Cafe. The Pirate Cafe employed 10 students during the 22.23 school year. This is a 40% increase of students served in 22.23 when compared to 21.22,</p> <p>None of the master schedule has been allocated towards the course brand Study Hall. This 7.8% of the budget correlated with</p>	<p>case of failed courses and credit enrichment in the case of impacted schedules through our co-enrollment program for credit recovery and impacted schedules.</p> <p>With 95% of our student population enrolled in courses aligned A - G and/or CTE, we feel this correlates well with the Desired Outcome target of 40% of English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities graduating having met A-G requirements.</p> <p>Even considering students affected by failed courses and impacted schedules, our Tier 2 intervention system has the</p>	<p>Disadvantaged, foster youth, and students with disabilities). The correlation of students to interventions will be based on evaluations made by the SAPLC. These evaluations will be measured in part through the Smarter Balanced Interim Comprehensive Assessments for 9th and 10th grade students and the Summative Assessments for 11th grade students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. School Accountability Report Card (SARC)	<p>and 10th grade students and the Summative Assessments for 11th grade students.</p> <p>Track percentage of teachers appropriately assigned and credentialed correlate with a guaranteed and viable curriculum pathway for students. However, small-rural school exceptions are in place.</p>	<p>least one CTE class. 14.3% of students in the Socio-economically Disadvantaged group completed at least one CTE class in 21.22.</p> <p>Point Arena High School has further developed the system encasing the CTE pathway development. The Building and Construction Trades Sector (BCT): the Cabinetry, Millwork, and Woodworking Pathway (e.g., Wood Shop) has added the capstone course (e.g., Advanced Wood Shop) to the master schedule. Currently, four students are enrolled in said course.</p> <p>The Arts, Media, and Entertainment Industry Sector (AME): the Media Arts Pathway (e.g., Desktop Publishing</p>	<p>Study Halls on the master schedule are allocated to targeted intervention, per CSI mandate.</p> <p>3.5% of the master schedule has been formed to support Tier-2 targeted-English intervention with A-G and career readiness under the brand English Theory.</p> <p>3.5% of the master schedule has been formed to support Tier-3 English Language Development for English Learners under the brand English Immersion and English Transition.</p> <p>3.5% of the master schedule has been formed to support Tier-2 targeted-math intervention with A-G and career readiness under the brand Math</p>	<p>capacity to perform credit recovery in the case of failed courses and credit enrichment in the case of impacted schedules through our co-enrollment program for credit recovery and impacted schedules.</p> <p>With 95% of our student population enrolled in CTE-aligned courses, we feel this correlates well with the Desired Outcome target of 45% of English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities completing at least one CTE class.</p> <p>Even considering students affected by failed courses and impacted schedules, our Tier 2 intervention</p>	

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		<p>Yearbook),the Manufacturing and Product Development Sector (MPD): the Welding and Materials Joining Pathway (e.g., Welding Shop), and the Transportation Sector (TI): the Systems Diagnostics, Service, and Repair Pathway (e.g., Auto Shop) have been added to the master schedule.</p> <p>Teachers appropriately assigned and credentialed 21.22</p> <p>Total Teaching Positions: 12.6</p> <p>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): 33.52%</p> <p>Teachers Without Credentials and Misassignments</p>	<p>Theory and Algebra 1A.</p> <p>19% of the All students group from the 22.23 Graduate Cohort completed at least one CTE class.100% of students in the Socio-economically Disadvantaged group completed at least one CTE class in 22.23.</p> <p>In 22.23, Point Arena High School further developed the system encasing the CTE pathways. The Building and Construction Trades Sector (BCT): the Cabinetry, Millwork, and Woodworking Pathway (e.g., Wood Shop) celebrated its first year with a capstone course (e.g., Advanced Wood Shop) in the master schedule.</p>	<p>system has the capacity to perform credit recovery in the case of failed courses and credit enrichment in the case of impacted schedules through our co-enrollment program for credit recovery and impacted schedules.</p> <p>With 82% of our master schedule designed to prepare students to qualify college and career ready and 18% of the master schedule dedicated to Tier II and Tier III education, we feel this correlates well with the Desired Outcome target of at most 90% of the master schedule designed to meet A-G and college and career readiness outcomes and at least 10% of the master schedule designed to meet the intervention needs of all student groups on their quest</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>(“ineffective” under ESSA): 7.89%</p> <p>Credentialed Teachers Assigned Out-ofField (“out-of-field” under ESSA): 24.68%</p> <p>Unknown: 33.83%</p>	<p>The Arts, Media, and Entertainment Industry Sector (AME): the Media Arts Pathway (e.g., Desktop Publishing Yearbook), the Manufacturing and Product Development Sector (MPD): the Welding and Materials Joining Pathway (e.g., Welding Shop), and the Transportation Sector (TI): the Systems Diagnostics, Service, and Repair Pathway (e.g., Auto Shop) all celebrated their first year in the master schedule.</p> <p>All teachers have been working to improve retention of students in order to grow the programs. The target has been an average-minimum enrollment of 15 students per year for each class by the 2023-2024 school year. The Media Arts</p>	<p>to achieve grade-level proficiency (e.g., General Education Students, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities).</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Pathway (Desktop Publishing Yearbook) had 10 students enrolled 22.23, the Environmental Resources Pathway (Integrated STEM) had 10 students enrolled 22.23, the Welding and Materials Joining Pathway (Welding Shop) had 10 students enrolled 22.23, and the Systems Diagnostics, Service, and Repair Pathway (Auto Shop) had 9 students enrolled 22.23, and all are expected to reach the 15-student threshold by the end of 23.24. Said pathways are expected to reach the 15-student threshold, due to the implementation of the Student Articulation Professional Learning Community mechanism, which is a strategy that employs a team of administrators,		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>counselors, and teachers to design the master schedule. The impact of this metric is directly correlated with student-interest surveys. These student-interest surveys are directly correlated with promoting our CTE programs. By triangulating the mechanisms, processes, and the student population each year, student voice and student choice have manifested as exponential growth within our CTE enrollment. This will not change going through into 23.24. Instead the implementation will only become a further substantiated policy and norm within the Point Arena High School culture.</p> <p>Said pathways are expected to reach and</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			maintain the 15-student threshold by 23.24. The impact of full enrollment in CTE pathways correlate with the current impact in the Cabinetry, Millwork, and Woodworking Pathway (Wood Shop) in that Point Arena High School currently offers the capstone course for said industry on the master schedule. This is the model and trajectory outcome expected for all industry pathways at Point Arena High School. Because the implementation of the Student Articulation Professional Learning Community mechanism has already begun to triangulate, and, thus, articulate and steer the mechanisms, processes, and the student population's voices and choices towards the exponential growth		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>already celebrated within our CTE enrollment and correlated offerings for 22.23, the outcome in the Cabinetry, Millwork, and Woodworking Pathway (Wood Shop) will amplify across pathways.</p> <p>Teachers appropriately assigned and credentialed 22.23</p> <p>Total Teaching Positions: 14.9</p> <p>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): 46.9%</p> <p>Teachers Without Credentials and Misassignments (“ineffective” under ESSA): 23.91%</p> <p>Credentialed Teachers Assigned</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Out-ofField (“out-of-field” under ESSA): 19.10% Unknown: 10.22%		
<p>The SAPLC considers quantitative data, qualitative data (surveys), and, most importantly, program considerations (e.g., considerations for English Learners, considerations for students qualifying as McKinney-Vento, considerations for students qualifying as socioeconomically disadvantaged, considerations for foster youth, and considerations for students with disabilities).</p> <p>The SAPLC will build achievement profiles from multiple measures. Smarter Balanced data is a</p>	<p>9th grade Point Arena High School students must range between 2601 or greater to be considered at grade level in mathematics and must range between 2571 or greater to be considered at grade level in English language arts. If students are not within said range, then early intervention is key. Another example, all 10th grade students must range between 2614 or greater to be considered at grade level in mathematics and must range between 2577 or greater to be considered at grade level in English</p>	<p>SBAC scores informed 1.4% of the 22.23 master schedule design.</p> <p>ELA Summative Score Level 1 - 25% Level 2 - 21% Level 3 - 35% Level 4 - 17%</p> <p>Math Summative Score Level 1 - 42% Level 2 - 39% Level 3 - 10% Level 4 - 7%</p> <p>CAST Summative Score 11th Grade Level 1 - 14% Level 2 - 55% Level 3 - 18% Level 4 - 11%</p>	<p>SBAC scores informed 22% of the 23.24 master schedule design.</p> <p>ELA Summative Score Level 1 - 34% Level 2 - 21% Level 3 - 31% Level 4 - 12%</p> <p>Math Summative Score Level 1 - 57% Level 2 - 27% Level 3 - 12% Level 4 - 3%</p> <p>CAST Summative Score 11th Grade Level 1 - 11% Level 2 - 70% Level 3 - 14% Level 4 - 2%</p>	<p>SBAC scores informed 3% of the master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities.</p> <p>MAP scores informed 30% of the master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities.</p>	<p>Student Articulation PLC evaluation of SBAC scores inform no more than 25% of the yearly master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities.</p> <p>Student Articulation PLC evaluation of MAP scores informs no more than 30% of the yearly master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
key metric (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, Summative Assessments, and ELPAC). The reflective metric yielded through Smarter Balance is the scale score. Smarter Balanced testing, both the Interim battery designed for 9th and 10th grade students and the Summative battery designed for 11th grade students, is what Point Arena High School refers to as "linear Function A." Linear Function A will be one factor in the four-step evaluative equation used by the SAPLC to determine master schedule design for the effective, targeted, and balanced student-by-student placement.	language arts. Again, if students are not within said range, then tiered intervention is key in this case, as well. A third example, all 11th grade students must range between 2628 or greater to be considered at grade level in mathematics and must range between 2583 or greater to be considered at grade level in English language arts. Lastly, if students are not within this final SBAC benchmark of ranges, then intensive intervention is one of the most systemic considerations given school wide, for it implies a greater impact relative to 12th grade, college, and career.	<p>CAST Summative Score 12th Grade Level 1 - 6% Level 2 - 71% Level 3 - 18% Level 4 - 3%</p> <p>ELPAC Overall Score 9th Grade Level 1 - 0% Level 2 - 14% Level 3 - 14% Level 4 - 71%</p> <p>ELPAC Overall Score 10th Grade Level 1 - 0% Level 2 - 25% Level 3 - 62% Level 4 - 12%</p> <p>ELPAC Overall Score 11th Grade Level 1 - 0% Level 2 - 33% Level 3 - 66% Level 4 - 0%</p> <p>ELPAC Overall Score 12th Grade Level 1 - 0% Level 2 - 50% Level 3 - 0%</p>	<p>CAST Summative Score 12th Grade Level 1 - 0% Level 2 - 100% Level 3 - 0% Level 4 - 0%</p> <p>ELPAC Overall Score 9th Grade Level 1 - 45% Level 2 - 18% Level 3 - 27% Level 4 - 9%</p> <p>ELPAC Overall Score 10th Grade Level 1 - 0% Level 2 - 50% Level 3 - 50% Level 4 - 0%</p> <p>ELPAC Overall Score 11th Grade Level 1 - 0% Level 2 - 50% Level 3 - 50% Level 4 - 0%</p> <p>ELPAC Overall Score 12th Grade Level 1 - 0% Level 2 - 33% Level 3 - 66%</p>	<p>Vertical course articulation informed 30% of the master schedule design for English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. This includes both A - G courses and CTE courses.</p> <p>The three-prong survey mechanism informed 37% of the master schedule design for English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. One prong was based on teachers. One prong was based on parents. One prong was based on students.</p>	<p>Disadvantaged, foster youth, and students with disabilities.</p> <p>Student Articulation PLC evaluation of vertical course articulation informs no more than 30% of the yearly master schedule design for English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. This includes both A - G courses and CTE courses.</p> <p>Student Articulation PLC evaluation of three-prong survey mechanism informs no more than 25% of the yearly master schedule design for English Learners, students qualifying as Mckinney-Vento, students qualifying as Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>This factor will inform 25% of master schedule design.</p> <p>The second factor in the four-step evaluative equation to triangulate student placement is MAP scores. The SAPLC will measure MAP scores from the fall, the winter, and the spring administrations for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. This is referred to as "Linear Function B." The reflective measure in Linear Function B relies on RIT scores, and all Point Arena High School students must have RIT scores ranging between the 50th to 81st Achievement</p>	<p>Level 1: 1150–1492 Level 2: 1493–1544 Level 3: 1545–1605 Level 4: 1606–1950</p> <p>Summative ELPAC Overall Scale Score Range 11th and 12th Level 1: 1150–1499 Level 2: 1500–1554 Level 3: 1555–1614 Level 4: 1615–1950</p> <p>ELPAC Oral Language (Listening and Speaking) Scale Score Ranges 9th and 10th Level 1: 1150–1464 Level 2: 1465–1511 Level 3: 1512–1578 Level 4: 1579–1950</p> <p>ELPAC Oral Language (Listening and Speaking) Scale Score Ranges 11th and 12th Level 1: 1150–1469 Level 2: 1470–1513 Level 3: 1514–1582 Level 4: 1583–1950</p>	<p>Level 4 - 50%</p> <p>MAP Math Data 9th Grade F- 28%/19%/22%/28%/3% W- 39%/16%/23%/22% S-28%/28%/27%/17%</p> <p>MAP Math Data 10th Grade F- 40%/21%/16%/18%/5% W- 46%/13%/24%/3%/14% S- 45%/19%/7%/19%/10%</p> <p>MAP Math Data 11th Grade F- 30%/27%/17%/6%/20% W- 16%/20%/24%/16%/24%</p> <p>MAP Math Data 12th Grade</p>	<p>Level 4 - 0%</p> <p>MAP Math Data 9th Grade F- 41%/41%/6%/9%/3% W- 41%/29%/21%/6%/3% S-38%/32%/18%/12%</p> <p>MAP Math Data 10th Grade F- 21%/34%/28%/14%/3% W- 22%/32%/18%/21%/7% S-26%/30%/22%/18%</p> <p>MAP Math Data 11th Grade F- 33%/28%/8%/14%/17% W- 34%/24%/9%/21%/12%</p> <p>MAP Math Data 12th Grade F- 23%/16%/27%/15%/19%</p>		<p>Disadvantaged, foster youth, and students with disabilities. One prong will be based on teachers. One prong will be based on parents. One prong will be based on students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentile or greater to be considered at grade level in mathematics and must have RIT scores ranging between the 50th and 81st Achievement Percentile or greater to be considered at grade level in reading. These Achievement Percentiles are the intervention benchmarked for all 9th, 10th, and 11th grade Point Arena High School students, especially, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. For example, if 9th grade students score below the 50th Achievement Percentile in mathematics and/or reading, then early intervention is key. As far as 10th and 11th	<p>ELPAC Written Language (Reading and Writing) Scale Score Ranges</p> <p>9th and 10th</p> <p>Level 1: 1150–1519</p> <p>Level 2: 1520–1577</p> <p>Level 3: 1578–1631</p> <p>Level 4: 1632–1950</p> <p>ELPAC Written Language (Reading and Writing) Scale Score Ranges</p> <p>11th and 12th</p> <p>Level 1: 1150–1528</p> <p>Level 2: 1529–1594</p> <p>Level 3: 1595–1645</p> <p>Level 4: 1646–1950</p> <p>MAP scores will divide the student's body into three main categories. The current 2020 MAP growth norms are used to benchmark English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. All</p>	<p>F- 34%/13%/22%/22%/9%</p> <p>W- 25%/24%/24%/18%/9%</p> <p>MAP Reading Data 9th Grade</p> <p>F- 22%/34%/16%/12%/16%</p> <p>W- 19%/19%/29%/26%/7%</p> <p>S- 18%/29%/32%/14%/7%</p> <p>MAP Reading Data 10th Grade</p> <p>F- 33%/27%/27%/8%/5%</p> <p>W- 30%/22%/21%/19%/8%</p> <p>S- 13%/31%/25%/22%/9%</p> <p>MAP Reading Data 11th Grade</p> <p>F- 20%/23%/17%/27%/13%</p>	<p>W- 13%/12%/37%/17%/21%</p> <p>MAP Reading Data 9th Grade</p> <p>F- 28%/21%/17%/27%/7%</p> <p>W- 29%/19%/19%/26%/7%</p> <p>S- 44%/20%/15%/15%/6%</p> <p>MAP Reading Data 10th Grade</p> <p>F- 17%/31%/31%/14%/7%</p> <p>W- 30%/22%/19%/22%/7%</p> <p>S- 22%/26%/15%/37%</p> <p>MAP Reading Data 11th Grade</p> <p>F- 25%/33%/17%/14%/11%</p> <p>W- 28%/31%/16%/16%/9%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>grade students, if either grade level of students score below the 50th Achievement Percentile in mathematics and/or reading, then tiered intervention is key in these cases, too. The last example, if 12th grade students score below the 50th Achievement Percentile in mathematics and/or reading, then intensive intervention is one of the most systemic considerations given school wide, for it implies a greater impact relative to 12th grade students and their A - G, college and career readiness.</p> <p>This factor will inform 25% of master schedule design.</p> <p>The third factor the SAPLC will measure is vertical course articulation and the</p>	<p>students below the 31st percentile will be viewed as needing support. This will depend on grade and other metrics categorized below. Students in the 50th percentile and above will be viewed as not in need of support and relatively close, if not exactly at grade level. Students in between these percentiles will be monitored and remain enrolled in intervention classes correlated with original placement. This will improve A-G completion rates for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities.</p> <p>9th Grade</p> <p>For a student to be placed in the Algebra</p>	<p>W-26%/11%/22%/15%/26%</p> <p>MAP Reading Data 12th Grade F-21%/21%/24%/34% W-15%/18%/31%/30%/6%</p> <p>MAP Reading Data 12th Grade F-21%/21%/24%/34% W-15%/18%/31%/30%/6%</p> <p>MAP scores informed 17% of the 22.23 master schedule design.</p> <p>Students with a D-/C grade or more articulating to the next course in the sequence:</p> <p>1. Pre-Algebra-to-Algebra I: 62.5% 2. Algebra-to-Algebra II: 60.7% 3. English 9-to-English 10: 27% 4. English 10-to-English 11: 78.8% 5. English 11-to-English 12: 65.4% 6. Spanish 1-to-Spanish 2: 95.2%</p>	<p>MAP Reading Data 12th Grade F-12%/8%/32%/24%/24% W-21%/4%/25%/33%/17%</p> <p>MAP scores informed 28% of the 23.24 master schedule design.</p> <p>Students with a D-/C-grade or more articulating to the next course in the sequence:</p> <p>1. Pre-Algebra-to-Algebra I: 100% 2. Algebra-to-Geometry/Algebra II: 81% 3. English 9-to-English 10: 100% 4. English 10-to-English 11: 100% 5. English 11-to-English 12: 100% 6. Spanish 1-to-Spanish 2: 100% 7. Spanish 2-to-Spanish-3: 100%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>percentage of sequential course-to-course advancements longitudinally yearly for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities (e.g., pre-Algebra-to-Algebra I, English 9 - to-English 10, and introductory CTE courses-to-their CTE capstone courses). The key metric is grade achievement in prerequisite courses benchmarked at an achievement standard of a C- grade or higher.</p> <p>This factor will inform 25% of master schedule design.</p> <p>The fourth factor the SAPLC will measure is course recommendations for English Learners,</p>	<p>one class in ninth grade they must meet the following criteria: a score greater than or equal to 220 for Math and greater than and equal to 219 for Reading and a grade greater than or equal to a C- in Pre-Algebra and aligned support classes.</p> <p>If a student is in "Transition Zone" or between the two-percentile cut-point, then they must meet the following criteria to be placed in Algebra: Staff recommendation, contract with teacher or administrator, and parental contract.</p> <p>If a student scores below the 31st percentile, then the student will be placed into support classes. The support classes take the form of Study Skills, ELD, and Tier II</p>	<p>7. Spanish 2-to-Spanish-3: 65.4%</p> <p>8. Introductory Cabinetry, Millwork, and Woodworking Pathway Introduction Course-to-Advanced Cabinetry, Millwork, and Woodworking Pathway Course: 94.3%.</p> <p>Vertical course articulation informed 18% of the 22.23 master schedule design.</p> <p>63.6% of the master schedule design was informed by surveys.</p>	<p>8. Introductory Cabinetry, Millwork, and Woodworking Pathway Introduction Course-to-Advanced Cabinetry, Millwork, and Woodworking Pathway Course: 84%.</p> <p>Vertical course articulation informed 28% of the 23.24 master schedule design.</p> <p>22% of the master schedule design was informed by surveys.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities based on a three-prong survey mechanism. One prong will be based on teachers. One prong will be based on parents. One prong will be based on students.</p> <p>This factor will inform 25% of master schedule design.</p> <p>All data will be gathered from the Dashboard and DataQuest.</p>	<p>Math, and Tier II English.</p> <p>For students to qualify out of support classes after the winter testing period is complete, they must meet the following criteria: A grade greater than or equal to a C-in math and/or English, Active engagement in support, scoring in at least the Transition Zone or higher on MAP testing, and recommendation.. If they do not meet at least three of the criteria, then they will remain in the support class until the end of the school year.</p> <p>10th Grade</p> <p>The same percentiles will be utilized, however, students will only be placed in support class correlated with their unduplicated program considerations: e.g.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELD and/or Special Education. Moreover, the criteria for intervention will be narrower for tenth graders, because 9th grade has priority. The criteria is as follows: a score below the 31st percentile, a grade of less than a C- in a math and/or English course during the 9th grade year, no current support class provision, recommendation, parent request, and a failing grade in the 1st semester of a math and/or English course during the current year.</p> <p>11th Grade</p> <p>Eleventh grade students take the Fall and Winter tests, because they take the SBAC in the spring. Eleventh graders will only be placed into support classes for the following reasons:</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	prevention for stop-gapping a failing grade in a current-core course, credit recovery for core course, unduplicated program requirements (e.g., ELD and Special Education), and recommendation. 12th Grade Twelfth grade students follow the same pattern as eleventh grade students.				

Goal Analysis

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

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

Because at least 10% of the master schedule has been dedicated to imbedded recursive mechanisms designed to meet the intervention needs of all student groups on their quest to achieve grade-level proficiency (e.g., General Education Students, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities), 90% of the master schedule designed to meet A-G and college and career readiness outcomes, and, moreover, the correlation of students to interventions based on evaluations made by the SAPLC from multiple measures; 40% of English Learners, students qualifying as McKinney-

Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities graduated college and career ready; 40% of English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities met A-G requirements; and 45% of English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities completed at least one CTE class. A

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 (\$399k) and Estimated Actual Expenditures (\$417k) is primarily due to - 1) higher salary & benefit related expenditures for Early Release sessions and the New Tech Network period based on staffing and step/column changes (+18k).

Goal 1 Action 2: The difference between Budgeted Expenditures (\$105k) and Estimated Actual Expenditures (\$172k) is primarily due to - 1) higher technology supplies purchased (+64k), 2) higher BTSA expenses (+3k)

Goal 1 Action 3: The difference between Budgeted Expenditures (\$405k) and Estimated Actual Expenditures (\$485k) is primarily due to - 1) higher instructional educational programs purchased (+105k), 2) lower Spanish and Music salary/benefit expenses due to a staffing change (-35k), 3) lower athletic related expenses (-20k), and 4) higher CTE related supplies (+30k).

Goal 1 Action 4: The difference between Budgeted Expenditures (\$83k) and Estimated Actual Expenditures (\$68k) is primarily due to - 1) lower ELD related salaries and benefits due to a mid-year staffing change (-20k), and 2) higher ELD/ELA related curricula purchased (+5k).

Goal 1 Action 5: The difference between Budgeted Expenditures (\$159k) and Estimated Actual Expenditures (\$127k) is primarily due to - 1) mid-year Mental Health related services change (-32k).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Implementing the Student Articulation PLC to evaluate SBAC scores and the calibration caused by the action enabled the system to reach isostatic equilibrium with no more than 25% of the yearly master schedule designed for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. The same mechanism and process for MAP scores resulted in an additional 30% of the yearly master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. Vertical course articulation informed another 30% of the yearly master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities as well. The three-prong survey mechanism informed another 25% of the yearly master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. One prong will be based on teachers. One prong will be based on parents. The correlates exactly with the total quantity of Unduplicated Pupils in said categories. This includes both A - G courses and CTE courses. Thus, for every locally controlled accountability metric used to create 100% of the master schedule design considered each of our aforementioned Unduplicated Pupils with a balanced and predictable structure for learning.

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

In order to continue 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, the percentage of graduating students completing an A-G aligned Common Core Standards based course profile will continue to be measured for growth. However, 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, 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).

Furthermore, 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.

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) 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.

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.

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.

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

Goals and Actions

Goal

Goal #	Description
2	Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration: LCAP Priorities: Basic (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (Priority 5), Course Access (Priority 7), Student Outcomes (Priority 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Suspension rate lower than the 2018-19 school year for all program considerations (e.g., considerations for English Learners, considerations for students qualifying as McKinney-Vento, considerations for students qualifying as socioeconomically disadvantaged, considerations for foster youth, and considerations for students with disabilities), per Aeries and DataQuest.</p> <p>Maintain expulsion and drop-out rates for</p>	<p>Student violation of school rules and norms regarding code of conduct and California Education Code will decline. Thus, English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities will miss less instructional minutes, because they will neither be in the office, neither be serving classroom suspensions, nor serving home suspensions. The</p>	<p>Tiered PBIS system will be implemented 22.23 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>MTSS supported by MFTs implemented--but not tracked, systemically. Most tracking was informal over the telephone, so no hard data was available. Emails were sent--but no formal recording. MFT interventions with English Learners,</p>	<p>Tiered PBIS system implemented for 23.24 school year to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>MTSS supported by MFTs implemented and tracked through MTSS Articulation system. Tracking collected informally into Google Suite application. MFT interventions with English Learners, students qualifying as McKinney-Vento,</p>	<p>76 formal interventions have been processed between August 2023 and the end of January 2024. These Interventions are requests made by staff through our Aeries LMS system. We have a policy: if you think you see something...say something.</p> <p>18% of those interventions were recommended for an Academic Study Teams. Half of those went onto full Student Study Teams and either resulted in a</p>	<p>Implement a tiered PBIS system through which restorative practices are documented and prioritized to serve the unique social emotional experiences of English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities, so all students are met where they are currently.</p> <p>Implement a progressive disciplinary system through which</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>all program considerations (e.g., considerations for English Learners, considerations for students qualifying as McKinney-Vento, considerations for students qualifying as socioeconomically disadvantaged, considerations for foster youth, and considerations for students with disabilities), per Aeries and DataQuest.</p> <p>Offer AP courses to support student opportunity and reduce inequity.</p> <p>Documented restorative interventions, per Aeries and Google Forms.</p>	<p>suspension rate in 2018-19 was 24%.</p> <p>The expulsion rate in 2018-19 was 0%.</p> <p>The drop-out rate in 2018-19 was 0%.</p> <p>Implement AP courses by 23.24 school year.</p>	<p>students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities will be documented in Aeries and Google Forms 22.23.</p> <p>The locally controlled suspension rate for 21.22 was 64% (87 suspensions divided by 135 Unduplicated Students is 64%). This was an increase of 40%.</p> <p>The expulsion rate in 21.22 was 0%.</p> <p>The drop-out rate in 21.22 was 0%.</p> <p>No AP courses currently in place for 21.22 school year.</p>	<p>students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities will move from the informal MTSS Articulation system to the formalized Aeries LMS 23.24.</p> <p>The locally controlled suspension rate for 22.23 was 12.4% (17 suspensions divided by 137 Unduplicated Students is 12.4%). This was a decrease of 51.6% when compared with 21.22. This was a decrease of 11.6% when compared with 18.19 benchmark.</p> <p>The expulsion rate in 22.23 was 0%.</p> <p>The drop-out rate in 22.23 was 0%.</p> <p>No AP courses currently in place for 22.23 school year. AP courses will begin</p>	<p>504, an IEP, or Tier 3 mental health support.</p> <p>The current suspension rate is 6.2%. This is half the rate compared to last year at this time. Zero expulsions.</p> <p>AP Human Geography available for students. 17 students enrolled over the fall and spring semester 23.24.</p>	<p>consequences correlate with the PBIS system and also meet English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities where they are currently.</p> <p>Integrate and articulate all mechanisms through the PLC strategy, so academics, interventions, the PBIS and the progressive disciplinary system coordinate and, thus, function as a Multi Tiered System of Support.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			23.24 school year: AP Human Geography and AP Computer Science, so there will be a metric showing after the 23.24 school year.		
Students, especially, English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities, will visit administrator and MFT at requested time and when intervention is required to practice self management strategies for behavior redirection, per Ed. Code, District policy, and site-level code of conduct. Visits will be documented in both Google Forms, Aeries, and reflected on the California Healthy Kids Survey.	<p>The MFT mechanism will operate as a conduit to wellness and growth mindset to support social emotional well being for English Learners, for students qualifying as McKinney-Vento, for students qualifying as socioeconomically disadvantaged, for foster youth, and for students with disabilities.</p> <p>The MFT mechanism and the administrator mechanism will operate through restorative processes and reduce the progressive consequences caused by student violations of school rules and</p>	<p>MFTs applied intervention 24% (33 interventions divided by 135 Unduplicated Students) more times than the baseline year, per informal tally sheet. This will be tracked through both Google Form and Aeries in 22.23. This rate was less than the suspension rate, which was 64%.</p> <p>Will administer California Healthy Kids Survey January 22.23.</p>	<p>MFTs applied intervention 75.6% (137 interventions divided by 135 Unduplicated Students) more times than the baseline year, per the MTSS Articulation system. This will be tracked formally via the Aeries LMS in 23.24. This rate was greater than the suspension rate, which was 12.4%.</p> <p>Tracking collected informally into Google Suite application. MFT interventions with English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster</p>	<p>76 formal interventions have been processed between August 2023 and the end of January 2024. These Interventions are requests made by staff through our Aeries LMS system. We have a policy: if you think you see something...say something.</p> <p>18% of those interventions were recommended for an Academic Study Teams. Half of those went onto full Student Study Teams and either resulted in a 504, an IEP, or Tier 3 mental health support.</p>	<p>More MFT and administrator interventions than home suspensions for English Learners, for students qualifying as McKinney-Vento, for students qualifying as socioeconomically disadvantaged, for foster youth, and for students with disabilities..</p> <p>Moderate to High ratings on the California Healthy Kids Survey for English Learners, for students qualifying as McKinney-Vento, for students qualifying as socioeconomically disadvantaged, for foster youth, and for</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>norms regarding code of conduct and California Education Code. Thus, English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities will miss less instructional minutes for disruptive behaviors, because they will neither be in the office, neither be serving classroom suspensions, nor serving home suspensions.</p>		<p>youth, and students with disabilities will correlate the informal MTSS Articulation system to the formalized Aeries LMS 23.24.</p> <p>Administered California Healthy Kids Survey spring 22.23. 9th Grade - 89% 11th Grade - 93%</p>	<p>The current suspension rate is 6.2%. This is half the rate compared to last year at this time.</p> <p>The California Healthy Kids Survey data not available yet.</p>	<p>students with disabilities.</p>
<p>School facilities are maintained and in good repair, per the School Accountability Report Card.</p>	<p>One ceiling tile missing, 3 unsecured cabinets. Maintenance will secure cabinets and install tile.</p> <p>Electrical Panel obscured. Maintenance will remove obstruction.</p>	<p>Ceiling tile replaced.</p> <p>Cabinets secured.</p> <p>Electrical panel unobscured.</p> <p>All stained ceiling tiles replaced.</p>	<p>Independent Study building requires floor replacement. Maintenance will repair and reinstall tile.</p> <p>Roof has 3 areas, wherein, the weather has rusted the metal shingles. Maintenance will either repair the</p>	<p>Independent Study building adjusted for use: about 33% of the building is accessible. The floor repair will restore the other 67%.</p> <p>Roof repair due June 2024.</p>	<p>All systems inspected and all findings fair: gas leaks, mechanical/HVAC, and sewer.</p> <p>All Interior surfaces inspected and all findings fair: interior surfaces.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	14 stained ceiling tiles		worn spot or completely replace the section.		<p>All areas inspected for cleanliness and all findings fair: overall cleanliness and pest/Vermin infestation.</p> <p>All electrical systems inspected and all findings fair: electrical panels.</p> <p>All restrooms/fountains inspected and all findings fair: restrooms, Sinks, and fountains.</p> <p>All safety systems inspected and all findings fair: fire safety and hazardous materials.</p> <p>All structural systems inspected and all findings fair: structural damage and roofs.</p> <p>All external systems inspected and all findings fair:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					playground/school grounds, windows, doors, gates, and fences.

Goal Analysis

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

152 formal interventions were processed between August 2023 and the end of June 2024. These Interventions are requests made by staff through our Aeries LMS system. We have a policy: if you think you see something...say something. 18% of those interventions were recommended for an Academic Study Teams. Half of those went onto full Student Study Teams and either resulted in a 504, an IEP, or Tier 3 mental health support. The current suspension rate is 6.2%. This is half the rate compared to last year at this time. Zero expulsions. AP Human Geography available for students. 17 students enrolled over the fall and spring semester 23.24.

Independent Study building adjusted for use: about 33% of the building is accessible. The floor repair will restore the other 67%. Roof repair due July 2024.

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 (\$87k) and Estimated Actual Expenditures (\$85k).
Goal 2 Action 2: The difference between Budgeted Expenditures (\$714k) and Estimated Actual Expenditures (\$736k) is primarily due to - 1) higher transfers out to deferred maintenance and facilities funds (+25k), and 2) lower custodial related benefits (-3k).
Goal 2 Action 3: There is no material difference between Budgeted Expenditures (\$5k) and Estimated Actual Expenditures (\$5k).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Tiered PBIS system through which restorative practices are documented and prioritized to serve the unique social emotional experiences of English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities, so all students are met where they are currently. Progressive disciplinary system through which consequences correlate with the PBIS system and also meet English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities where they are currently. Integrated and articulated all mechanisms through the PLC strategy, so academics, interventions, the PBIS and the progressive disciplinary system coordinate and, thus, function as a Multi Tiered System of Support. More MFT and administrator interventions than home suspensions for English Learners, for students qualifying as McKinney-Vento, for students qualifying as socioeconomically disadvantaged, for foster youth, and for students with disabilities. Moderate to High ratings on the California Healthy Kids Survey for English Learners, for students qualifying as McKinney-Vento, for students qualifying as socioeconomically disadvantaged, for foster youth, and for students with disabilities.

All systems inspected and all findings fair: gas leaks, mechanical/HVAC, and sewer. All interior surfaces inspected and all findings fair: interior surfaces. All areas inspected for cleanliness and all findings fair: overall cleanliness and pest/vermin infestation. All electrical systems inspected and all findings fair: electrical panels. All restrooms/fountains inspected and all findings fair: restrooms, sinks, and fountains. All safety systems inspected and all findings fair: fire safety and hazardous materials. All structural systems inspected and all findings fair: structural damage and roofs. All external systems inspected and all findings fair: playground/school grounds, windows, doors, gates, and fences.

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

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 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 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 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.

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, the School Climate Report Card will be monitored and 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 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 physical/social emotional well-being for students and staff.

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

Goals and Actions

Goal

Goal #	Description
3	Engage our parents, guardians and community in a healthy/collaborative working partnership that supports growth and success of our students. LCAP Priorities: Basic (Priority 1), Parent Involvement (Priority 3), School Climate (Priority 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Educational partners attendance to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at DELAC and NAEAC meetings will increase.	Administration will meet with DELAC and NAEAC twice a year to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.	Administration met with DELAC and NAEAC twice 22.23 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.	Administration met with DELAC and NAEAC three times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.	<p>Administration has met with DELAC in both the 1st and 2nd quarter of the 23.24 school year.</p> <p>Administration has met with NAEAC in both the 1st and 2nd quarter of the 23.24 school year.</p> <p>SBAC scores due in the late spring.</p> <p>MAP growth evaluations due in the late spring.</p>	<p>Improve student attendance among English Learner student population, Native American student population, Hispanic student population, socioeconomically disadvantaged student population, students with disabilities, and homeless youth up to 95%.</p> <p>Improve student grades for Native American students, Hispanic students, English Learners, socioeconomically disadvantaged students, students with disabilities, and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>homeless youth by reducing the total number of failed courses to two failed course per academic school year, which correlates with only 10 credits of credit-recovery courses per year.</p> <p>Improve student test scores by first identifying a reasonable student-by-student potential growth relative to MAP scores and a reasonable student-by-student potential growth relative to SBAC scores and differentiating student-by-student instruction for Native American students, Hispanic students, English Learners, socioeconomically disadvantaged students, students with disabilities, and homeless youth.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent engagement tracking to correlate support for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities will be implemented through Google Forms, sign-in sheets, and agendas.	<p>Point Arena High School welcomes and encourages parents to visit the campus and share in the educational experience of their student/s, especially, English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Many opportunities are provided for parental volunteers, including the following:</p> <ul style="list-style-type: none"> • Athletic Events/Coaching • Boosters Club • Band Concerts/Drama Productions • Native American Advisory (NAEAC) 	<p>A parent coach for soccer team and baseball team during 21.22 season.</p> <p>Parent of former students coached basketball team 21.22 season.</p> <p>Site Council had 8 meetings 21.22.</p> <p>2 band concerts were held 21.22.</p>	<p>A parent coach for soccer team 22.23.</p> <p>A parent coach for baseball team 22.23.</p> <p>A parent coach for volleyball team 22.23.</p> <p>A parent coach for basketball 22.23.</p> <p>Site Council had 4 meeting 22.23.</p> <p>5 parent-based professional learning community teams were formed for WASC accreditation 22.23.</p> <p>2 band concerts were held 22.23.</p>	<p>A parent coach for soccer team 23.24.</p> <p>A parent coach for baseball team 23.24.</p> <p>A parent coach for volleyball team 23.24.</p> <p>A parent coach for basketball team 23.24.</p> <p>Site Council had 2 meetings in first half of school year 23.24.</p>	<p>Increase parent engagement tracking for all listed events and improve each families' participation in at least 1 of the listed events to 75% to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <ul style="list-style-type: none"> • Athletic Events/Coaching • Boosters Club • Band Concerts/Drama Productions • Native American Advisory (NAEAC) • District English Learner Advisory (DELAC)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none">• District English Learner Advisory (DELAC)• Site Council• Volunteer in classroom• Volunteer as dance chaperones• Field Trips <p>Point Arena High is fortunate to have an active parent, staff and community Boosters Club, which contributes considerable funds, service, time and energy to our educational and athletic programs.</p>				<ul style="list-style-type: none">• Site Council• Volunteer in classroom• Volunteer as dance chaperones• Field Trips

Goal Analysis

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

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

Administration met with DELAC in both the 1st and 2nd quarter of the 23.24 school year. Administration met with NAEAC in both the 1st and 2nd quarter of the 23.24 school year. A parent coach for soccer team 23.24. A parent coach for baseball team 23.24. A parent coach for volleyball team 23.24. A parent coach for basketball team 23.24. Site Council had 2 meetings in first half of school year 23.24.

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 (\$32k) and Estimated Actual Expenditures (\$33k).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Improved student attendance among English Learner student population, Native American student population, Hispanic student population, socioeconomically disadvantaged student population, students with disabilities, and homeless youth up to 95%. Improved student grades for Native American students, Hispanic students, English Learners, socioeconomically disadvantaged students, students with disabilities, and homeless youth by reducing the total number of failed courses to two failed course per academic school year, which correlates with only 10 credits of credit-recovery courses per year. Improved student test scores by first identifying a reasonable student-by-student potential growth relative to MAP scores and a reasonable student-by-student potential growth relative to SBAC scores and differentiating student-by-student instruction for Native American students, Hispanic students, English Learners, socioeconomically disadvantaged students, students with disabilities, and homeless youth. Increased parent engagement tracking for all listed events and improve each families' participation in at least 1 of the listed events to 75% to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.

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

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 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 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 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.

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.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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 [2024-25]

General Information

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

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.

Even considering students affected by failed courses and impacted schedules, our Tier 2 intervention system lowered barriers and provided the opportunity to perform credit recovery in the case of failed courses, provided the opportunity to perform credit enrichment for grade

improvement in the case of impacted schedules through our co-enrollment program for credit recovery and impacted schedules. With 95% of our student population enrolled in Tier 1 courses aligned A - G and/or CTE and our Tier 2 intervention system to support miscues along the curriculum pathway, over 40% of English Learners, over 40% of students qualifying as McKinney-Vento, over 40% of students qualifying as Socioeconomically Disadvantaged, over 40% of foster youth, and over 40% of students with disabilities graduated having met A-G requirements, which had been one of our Desired Outcomes targets for LCAP from 2021 to 2024.

With 95% of our student population enrolled in CTE-aligned courses, we reached the LCAP 2021/2024 Desired Outcome target for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities completing at least one CTE class. Over 45% achieved this Desired Outcome.

With 82% of our master schedule designed to prepare students to qualify college and career ready and 18% of the master schedule dedicated to Tier II and Tier III education, we exceeded our Desired Outcome target of at most 90% of the master schedule designed to meet A-G and college and career readiness outcomes and at least 10% of the master schedule designed to meet the intervention needs of all student groups on their quest to achieve grade-level proficiency (e.g., General Education Students, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities).

23.24 Chronic Absenteeism

A. 45.1% of All Students are chronically absent.

B. 45.5% of Hispanic Students are chronically absent.

C. 34.3% of White Students are chronically absent.

D. 48% of Socioeconomically Disadvantaged Students are chronically absent.

E. 37.5% of English Learner Students are chronically absent.

When we drill deeper into the data, out of 138 students, 72% of students were at school 100% of the time. 13.77% were absent less than 5% of the time. 29.1% were absent more than 5% but less than 10% of the time. 58.4% of students were at school 90% or more of the time. 34.06% were absent more than 10% and less than 20% of the time, and 21.4% of students were absent more than 20% of the time. 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 for chronic absenteeism will be targeted for improvement. Moreover, even before the SARB mechanism is triggered, the overall Tier I system has implemented a mechanism and process for exporting learning into the home. Similar to distance learning during the COVID-school closures, our hybrid model, wherein, 20% of all curriculum scope and sequence has been produced to be delivered into the home either digitally or paper based, will be focused on any student missing out on the opportunity to learn. When a student begins to show patterns of absenteeism (3 or more days of absences), the Tier 1 system will now trigger the intervention, and the Tier 2 operators begin with curriculum exportation and home visits long before chronic absenteeism can take hold of a given student's profile.

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on this indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

23.24 Suspension Rate declined by 7.9%. 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 suspended per year (classroom- and home-suspension). To maintain the downward trend in the suspension rate, PAHS will maintain positive behavior interventions and support, 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 positive 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 second year of a 6 year plan to implement UDL to a high fidelity. Furthermore, the administrative team has supplemented 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 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.

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English Learner Progress: 12 students out of 20 were re-designated fluent in English during the 23.24 school year with 8 students remaining in the EL program for the 24.25 school year. Because the overall district (and high school) has not had a consistent ELD teacher to provide

English Language Development (ELD) support and services, the District ELD/ELPAC Coordinator was filled in September 2022, and the ELD/ELPAC Coordinator was layered into the PLC system to articulate across the District. During the 23.24 school year, a site-based Student Services Coordinator (SSC) position was implemented to replace the ELD/ELPAC specific coordinator at the high-school level. The Student Services Coordinator added oversight capacity and horizontal articulation linkage between the Special Education program, the English Learner programs, the Tier 2 program, and the 504 program. The majority of programs reached a higher level of fidelity based on their correlated compliance documentation completion percentage. The EL program and the 504 program operated at full capacity. 100% of ELPAC assessments were given, and 100% of active 504s were audited and updated. These operations were completed by the Student Services Coordinator mechanism and its associated processes. The data is documented in the Aeries learning management system and CALPADS. Again, the ELD/ELPAC Coordinator morphed into the Student Services Coordinator role. The Student Services Coordinator met with students in small groups during the 23.24 school year, provided targeted language development support, and provided teacher training and student support for ELPAC preparation for the enrichment of English Learners, especially students termed Long Term EL (LTEL). Yes, the data shows improvement for students, and coming into the 23.24 school year, we redesignated 33% of English learners as RFEP. We will continue to utilize the mechanism and continue to refine the process.

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. Point Arena provides Spanish-language interpreters in the classrooms, at the front desk, in ELAC/DELAC, and as a consideration attached to ParentSquare. ELAC/DELAC is our most developed professional learning community, aside from NAEAC. Providing Spanish-speaking para educators is a strategy that became a viable solution through the professional learning community process. Developing relationships, developing knowledge, and developing grass-roots leadership has led to positive outcomes for our Hispanic students. The feedback from high-leverage actions at the staff level when it comes to the Spanish-speaking population is positive both quantitatively, e.g., the attendance data, the non-chronic absenteeism data, leading and lagging student engagement data, and educational partner attendance and engagement with the PLC system, and qualitatively, e.g., Healthy Kids Survey implementation scores and New Tech Network student surveys. To reach the level of fidelity realized through the ELAC/DELAC, NAEAC, Site Council, and WASC feedback loops, Point Arena must continue to implement the professional learning community strategy, and, thus, continue norming our entire school culture to ruminate upon the four fundamental questions: 1. What must Point Arena students achieve to be considered proficient, 2. How will we know each Point Arena student has achieved proficiency, 3. How will we respond when Point Arena students have not achieved proficiency, and 4. How can we extend and enrich the experience for Point Arena students who have achieved proficiency?

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Graduation Rate:

The 23.24 graduating class of seniors has been affected by attrition over their four years at Point Arena High School. 10 students from their original 39 student 9th-Grade Cohort have either transferred out of state, out of our region, to our Tier 3 continuation school, or to our neighboring charter school. The 4 students graduated from Pacific Community Charter remain attached to our CBEDs data, yet we cannot report their success. The 2 students graduated from South Coast Continuation remain attached to our CBEDs data, yet we cannot report

their success. Adding the 4 charter-transfer students to our data would cause our Graduation Rate to equal 84.62%, instead of 81.1%. Adding the 2 students that graduated from our Tier 3 continuation school would cause our Graduation Rate to equal 89.74%, instead of 81.1%. We are training staff and communicating with Mendocino County and California Department of Education to assist with the data points beyond our local control that cause declines in our outcome numbers. As we increase our data fidelity through processes synched to the County and State, we feel strongly that even the 4 students from this cohort, i.e., those that have left the district even beyond our local charter or beyond our local continuation school, will be clearer reflections of our work despite our inability to ever report our success in that vein. We had one single dropout during the 23.24 campaign. This student is known, tracked, and enrolled into the Colusa District. The other 3 students are an enigma lost in the system. Our true 23.24 Graduation Rate should reflect this single drop out: a score of 97.4%.

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on this indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

College and Career, English Language Arts, and Mathematics:

All students from the 23.24 Graduate Cohort were evaluated, met A-G requirements, and were provided the opportunity to qualify college and career ready through our dual enrollment program with local community colleges, through our local CTE programs, and through the A -G courses featured in our master schedule. We even had 12 students complete their CTE Capstone course and become our first "Completer" group. This is monumental for Point Arena High School. Moreover, 95% of the student population enrolled in at least one CTE pathway. The other 5% of the student population reached college and career readiness, because they were either dually enrolled at Mendocino Community College, Santa Rosa Junior College, or enrolled in our local Workability program. With 95% of our student population enrolled in courses aligned A - G and/or CTE, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities reached the Desired Outcome target of 40% of students graduating college and career ready, which had been one of our Desired Outcomes for LCAP from 2021 to 2024.

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on these indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Teachers, Instructional Materials, Facilities (Local Indicator - Standard Met 23.24)

Due to the isolated, rural nature surrounding coastal schools, teacher shortages and teacher retention is a constant cause for disparity and the primary reason schools are forced to operate classrooms, wherein, teachers may not have a credential that correlates exactly with the subject area being taught. Point Arena High School remedies this economic reality with the "facilitator" model, wherein, teachers working out of their subject area are paired with California Common Core approved third-party curriculum learning management systems to drive instruction (Edmentum Systems). In addition to the facilitator model, all teachers are assigned a mentor through the North Coast School of Education and are enrolled in NCSE's credentialing program to sync up their future credentials with their current job assignment. The mentor delivers individualized coaching, mentoring, support, and guidance to candidates assigned in the North Coast Teacher Induction Program

(NCTIP) in accordance with the California-approved Induction Standards. The mentor provides “just in time” (as needed) support for candidates, in accordance with the Individual Learning Plan (ILP), along with longer-term analysis of teaching practice and guidance to promote enduring professional skills. The mentor facilitate candidates’ growth and development through modeling, guided reflection on practice, and feedback on classroom instruction.

All Point Arena High School (PAHS) course offerings, CTE and A-G, are hybrid and, thus, have a blended remote-access digital element. 100% of CTE and A-G aligned curriculum has been purchased from third-party vendors, e.g., Edmentum, eDynamics, Trades Learning Suite, and Learning by Making (Sonoma State University). This enables PAHS to categorize course accountability as either 1. "Instructor" (when the course is taught by staff with a correlated credential), 2. "Facilitated" (when the course is taught by staff without a correlated credential), or 3. "Learner Led" (when the course is remote access with no on-site staff assigned to instruct or facilitate the process). This accountability process is documented in the Aeries learning management system (LMS), which is an authorized accountability mechanism utilized under the State Board of Education’s Title 5 Regulations general waiver, California Education Code (EC) sections 33050-33053. The purpose of a waiver is to provide flexibility in small, rural school districts without undermining the basic intent of the law. Therefore, PAHS will continue to innovate and guarantee an accountable viable-curriculum pathway for all students.

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on this Local Indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Implementation of Academic Standards (Local Indicator - Standard Met 23.24)

The percentage of Unduplicated Pupils graduating college and career ready has reached a benchmark of 40%, and an additional 6% of growth is expected over the next 3 years. 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.

Point Arena has been using MAP test scores as one of its multiple-measure mechanisms in its system-wide process to benchmark, inform instruction, and track progress in implementing academic standards. As of 24.25 District-wide, the MAP Math and MAP ELA components will be administered two times each year to measure for a baseline and then growth for vertical articulation and student placement purposes. This process not only informs instruction, but also it is a multiple measure correlated with the design of the master schedule at Point Arena High School each subsequent year. During the 23.24, school year, we had 12 CTE students complete their Capstone course, whereas, prior there had been none. The 23.24 master schedule featured re-branded CTE courses with each culminating in a Capstone offering. The AME: the Design, Visual, and Media Arts Pathway (Media Arts Tech I/II), the Production and Managerial Arts Pathway (Radio Communication Tech I/II), and the Performing Arts Pathway (Theater Arts Tech I/II); the EEU: the Environmental Resources Pathway (C-STEM Tech/Marine Science Tech); the MPD: the Welding and Materials Joining Pathway (Welding Tech I/II); the BCT: the Cabinetry, Millwork, and Woodworking Pathway (Wood Tech I/II); and the TI: the Systems Diagnostics, Service, and Repair Pathway (Auto Tech I/II) led to our first group of 12 CTE pathway completers. The Student Articulation Professional Learning Community (SAPLC) and the Curriculum Adoption and Resource

Allocation Professional Learning Community (CARAPLC) driven by Dufour's Corollary Questions celebrated their second year impacting students achievement and tracking progress in implementing the academic standards. When Point Arena High School began asking what must students achieve to be considered proficient, how will we know each student has achieved proficiency, how will we respond when students have not achieved proficiency, and how can we extend and enrich the experience for students who have achieved proficiency two years ago; closing both the opportunity gap and the learning gap became our yearly mission. Because the Point Arena as a professional learning community again spent a second year considering the nexus between A-G and CTE offerings through the Dufour's lens determining how best to equip the learning experience for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities, Point Arena High School has progressed greatly in implementing the academic standards and correlating a high-leverage, viable and guaranteed A-G/CTE curriculum experience for all students.

Point Arena High School's measured progress providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

English Language Arts – Common Core State Standards for English Language Arts*

4

English Language Development (Aligned to English Language Arts Standards)*

4

Mathematics – Common Core State Standards for Mathematics*

4

Next Generation Science Standards*

4

History-Social Science*

4

Point Arena High School's measured progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

English Language Arts – Common Core State Standards for English Language Arts*

5

English Language Development (Aligned to English Language Arts Standards)*

5

Mathematics – Common Core State Standards for Mathematics*

5

Next Generation Science Standards*

3

History-Social Science*

3

Point Arena High School's measured progress implementing each of the following academic standards adopted by the State Board of Education for all students. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Career Technical Education*

4

Health Education Content Standards*

5

Physical Education Model Content Standards*

5

Visual and Performing Arts*

5

World Language*

3

Point Arena High School's measured success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year). Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Identifying the professional learning needs of groups of teachers or staff as a whole*

5

Identifying the professional learning needs of individual teachers*

4

Providing support for teachers on the standards they have not yet mastered*

4

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on this Local Indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (Local Indicator - Standard Met 23.24)

Point Arena High School provides monthly and quarterly professional learning community meetings for parents and community members. We have DELAC, NAEAC, Site Council, and WASC organizational plans, wherein, parent and community outreach are the aim. All elements operate within the compliance manifest either within the state guidelines or institutional guidelines agreed upon. For example, Site Council encourages teacher union members, classified union members, parents, students, and community members to attend and join the governance structure outlined in Site Council guidelines. The district SPED Director and the district SPED Coordinator attend the SELPA

steering and policy meetings monthly. The SELPA Program Specialist and the SELPA Director meet with site administration twice per month to address any issues that arise. Educational partners' attendance to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at DELAC and NAEAC were pivotal during the LCAP process. Regardless of participation level in the LCAP process, either active or passive, the Point Arena High School parent engagement relative to ParentSquare is 97%, so most families are at least informed educational partners when it comes to the development and implementation of Point Arena High School LCAP goals.

The focus areas for improvement in building relationships between school staff and families for 24.25 are as follows: 1) Improve communication with educational partners, including strategies that eliminate language and cultural barriers. 2) Enhance opportunities for parents, teachers and the 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. 4) Hold consistent District English Learner Advisory Committee (DELAC) and Native American Education Advisory Committee (NAEAC) meetings.

To improve engagement of underrepresented families identified during the self-reflection process in relation to building relationships between school staff and families, the overall calibration and norming of the system through the lenses of the 4-Corollary Questions and the Professional Learning Community strategy has focused not only our communication with our educational partners, but it also has benchmarked our various outreach coordinators in ELAC/DELAC and NAEAC. The professional learning community strategy is the key to disseminating and amplifying our focus. Moreover, Point Arena High School has implemented the Parent and Community Outreach Professional Learning Community. This PLC will focus on Dr. Joyce Epstein's framework for defining six different types of parent involvement. 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. 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.

Educational partners' attendance to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at DELAC and NAEAC meetings is increasing. Administration met with DELAC and NAEAC twice 22.23 to support English Learners, students qualifying as McKinney-Vento, students qualifying as

socioeconomically disadvantaged, foster youth, and students with disabilities. Administration met with DELAC and NAEAC three times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Administration will meet with DELAC and NAEAC twice per quarter in 24.25 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.

The focus areas for improvement in building partnerships for student outcomes for 24.25 are as follows: 1) Increase parent engagement tracking for all listed events, so we can target English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities to improve outreach to each family. 2) Design tactics encouraging enough to garner participation in at least 4 of the listed events: one per quarter. 3) Promote partnerships and amplify messaging regarding outcome targets recursively from event-to-event, so an informed partnership develops.

Continue fostering 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 qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at Point Arena High School. Continue maintaining 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.

The Student Articulation Professional Learning Community (SAPLC), the Curriculum Adoption and Resource Allocation Professional Learning Community (CARAPLC), and the Parent and Community Outreach Professional Learning Community (PCOPLC) driven by Dufour's Corollary Questions celebrated their second year impacting students achievement. When Point Arena High School asks what must students achieve to be considered proficient, how will we know each student has achieved proficiency, how will we respond when students have not achieved proficiency, and how can we extend and enrich the experience for students who have achieved proficiency; closing both the opportunity gap and the learning gap drives the decision-making.

As leadership develops LCAP goals, the various iterations of the LCAP mechanism will be vetted through each educational partner PLC for feedback and synthesis of this feedback. Monthly, leadership will take its LCAP focus to DELAC, to NAEAC, to Site Council, to the Board, and through the various WASC focused PLCs in order to refine the LCAP purpose and implementation. Google Forms will be used to qualify through survey method the educational partners' feedback, so synthesis can be authentic. The lynchpin for informing and, thus, getting the results of educational partner engagement out to the public will be Point Arena High School's mass communication mechanism ParentSquare, which is linked to the Learning Management System Aeries.

Point Arena High School's measured progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

4 – Full Implementation

Point Arena High School's measured progress in providing families with information and resources to support student learning and development in the home. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

4 – Full Implementation

Point Arena High School's measured progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

4 – Full Implementation

Point Arena High School's measured progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

4 – Full Implementation

Point Arena High School's measured progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

4 – Full Implementation

Point Arena High School's measured progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

4 – Full Implementation

Point Arena High School's measured progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.*
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Point Arena High School's measured progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on this Local Indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Climate Survey (Local Indicator - Standard Met 23.24)

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.

Supports and Engagement as measured by the variables "School Connectedness, Academic Motivation, Two or Fewer Absences/Month, High Expectations, Meaningful Participation, and Perceived School Safety" rate consistently in the two-thirds range. Meaning, approximately 67% of students feel positively engaged and supported. Perceived School Safety had marked results: a 25% positive increase in one year. This is due to the high-fidelity implementation and high-leverage 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. Low Violence as measured by the variables "Low Violence Victimization, No Harassment, No Mean Rumors, No Fear of Getting Beaten Up" rate consistently in the 82% range. Meaning, approximately 82% of students feel positive they are in a low violence environment. No Fear of Getting Beaten Up had marked results: 97% of students have no fear of getting beat up. This is due to the high-fidelity implementation and high-leverage coordination of the MTSS mechanism, the PBIS mechanism, and the progressive discipline mechanism between the mental-health counselor, the Student Articulation PLC, and administration. Other School Climate Indicators as measured by the variables "Promotion of Parental Involvement, No Substance Use at School, and Facilities Upkeep" rate consistently in the two-thirds range. Meaning, approximately 67% of students feel positive about Parental Involvement, No Substances Used at School, and Facilities Upkeep. No Substances Used at School had marked results: 81% of students feel positively that no substances are being used at school. This is due to the high-fidelity implementation and high-leverage coordination of the MTSS mechanism, the PBIS mechanism, and the progressive discipline mechanism between the mental-health counselor, the Student Articulation PLC, and administration.

There were more MTSS counseling and administrator interventions than home suspensions for English Learners, for students qualifying as McKinney-Vento, for students qualifying as socioeconomically disadvantaged, for foster youth, and for students with disabilities during the 23.24 school year. Also, there were Moderate to High ratings on the California Healthy Kids Survey for English Learners, for students qualifying as McKinney-Vento, for students qualifying as socioeconomically disadvantaged, for foster youth, and for students with disabilities. For the 24.25 school year, we will continue to enrich and refine our existing nexus between the PBIS system, the MTSS system, and the progressive-discipline system.

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on this Local Indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (Local Indicator - Standard Met 23.24)

The Student Articulation Professional Learning Community (SAPLC) and the Curriculum Adoption and Resource Allocation Professional Learning Community (CARAPLC) plan and implement the master schedule. Aligned with LCAP, both consider qualitative- and quantitative-data, teacher recommendations, and program considerations (e.g., English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities). The SAPLC and the CARAPLC are charged with the master schedule planning- and implementation-process. The SAPLC articulates for English Learners, McKinney-Vento, Socioeconomically Disadvantaged, foster youth, and students with disabilities. CAASPP Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, Summative Assessments, and ELPAC correlate with "Linear Function A" and cause 25% of master-schedule design. The 2nd factor, MAP assessments, measure growth and inform vertical articulation. This is "Linear Function B" and causes 25% of design. The 3rd factor, vertical course articulation and the percentage of sequential course advancements with a C- grade or or higher (e.g., pre-Algebra to Algebra I, and English 9 to English 10), is "Linear Function C" and causes 25% of design. The 4th factor, course recommendations, based on surveys, one for teachers, one for parents, and one for students, is "Linear Function D" and causes 25% of design.

Every pupil in Point Arena High School has sufficient access to the standards-aligned instructional materials. English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities have access to A-G classes. English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities have access to CTE classes. No less than one CTE pathway is offered to English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. At most 90% of the master schedule must be designed to meet A-G and college and career readiness outcomes for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. At least 10% of the master schedule must be a recursive mechanism designed to meet the intervention needs of all student groups on their quest to achieve grade-level proficiency (e.g., General Education Students, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities).

Point Arena High School will promptly address any complaints or other deficiencies identified throughout the academic year on this Local Indicator and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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.

The percentage of high school students dropping out of school per year, enrolled in the Multitiered System of Support (MTSS) per year, chronically absent per year, and assigned to the Student Attendance Review Board (SARB) intervention mechanism and process per year were measured, monitored, and targeted for improvement. Through these steps, we performed the following: 1. eliminated educational barriers and promoted a non-hostile working and learning environment through clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure) designed to support student and staff safety, teamwork, parental engagement, and respect at all times; 2. practiced restorative processes and applied high-leverage intervention mechanisms (alternatives to

suspension and primarily Tier 2 focused) to facilitate a more effective outcome for increasing student attendance and increasing student learning opportunities.

Increased the capacity of NWEA MAP testing by including measurements for writing and language usage. Implemented systemic district and site-wide MTSS process to offer tiered levels of support and interventions for all students' academic needs, in particular second language learner students who are struggling academically. Implemented Carnegie Learning Systems targeted-intervention tutoring system for EL students and students with actionable learning gaps. Aligned mechanisms and processes associated with the Aeries learning-management system by implementing the mechanisms and processes associated with Academic Support Team model (AST) and the Student Study Team model (SST). Implemented a shared Tier 2 targeted intervention summer school program in math and reading for middle-school students transitioning to high school with actionable learning gaps. Dedicated 1.5 FTE to Tier 2 asynchronous instruction in the form of independent study to support credit recovery and credit enrichment.

The greatest challenge was staff culture. Overcoming staff division regarding how to support students affected by Chronic Absenteeism and suspensions who are hamstrung by low expectations required team building and re-norming of the mechanisms and processes linked to teacher-level intervention and the schoolwide MTSS championed by administration and counseling. The Professional Learning Community strategy was implemented to close the gap between the classroom and the front office. The context of the focus on school culture professional development within our PLC system has been correlated with the book *Transforming School Culture: How to Overcome Staff Division* by Anthony Muhammad. This has been an effective tool for opening up the lines of communication between Tier 1 program operators and their counterparts in the Tier 2/Tier 3 academic support sectors of our organization.

Even though Point Arena High School has qualified out of CSI because of a declining Suspension Rate (down 7.9%), we will continue to operate and monitor the expanded NWEA MAP testing (writing and language usage). Will continue 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. Will continue 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. Will continue to operate and monitor the shared Tier 2 targeted intervention summer school program in math and reading for middle-school students transitioning to high school with actionable learning gaps. Will forgo another year of the Carnegie Learning Systems targeted-intervention tutoring system for students with actionable learning gaps, because the Carnegie Learning Systems textbook adoptions from 23.24 go live for the 24.25 school year: teachers will fill the niche directly and, thus, replace the need for Carnegie tutors. We will consider an allocation for EL students either Level 1 or Level 2. Lastly, we will scale back the 1.5 FTE for Tier 2 asynchronous instruction in the form of independent study to support credit recovery and credit enrichment down to .5 FTE, because the need for said services fell below 2% of the population.

Monitoring and Evaluating Effectiveness

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

The site-based CARAPLC is charged with adopting the curriculum and allocating the resources into the master schedule mechanism in order to achieve a high leverage and highly fidelis Multiple Tiered System of Support (MTSS) and graduation pathway for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Said PLC will continue their process of monitoring our third-party resources like Edmentum Learning Management Systems, Naviance

Learning Management Systems, and Carnegie Learning Management Systems. Any other additional tools will still have to be research based, celebrate high-fidelity implementations in at least 5 districts in California, and provide at least 2 staff developments per year. Our goal is to guarantee that our external providers satisfy Point Arena High School's rigorous recruiting, screening, selection, and evaluation process for entering into partnerships with non-county office of education and non-state system of support external service providers. The site-based Leadership Team will oversee said PLC's process.

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)	Point Arena provides Spanish-language interpreters in the classrooms, at the front desk, in ELAC/DELAC, and as a consideration attached to ParentSquare. Point Arena High School provided monthly and quarterly professional learning community meetings for parents and community members. We had a DELAC organizational plan, wherein, parent and community outreach were the aim. All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon. Administration met with DELAC and NAEAC three times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.
Native American Educational Advisory Committee PLC Partnership (NAEAC)	Point Arena High School provided monthly and quarterly professional learning community meetings for parents and community members. We had a NAEAC organizational plan, wherein, parent and community outreach were the aim. All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon. Administration met with NAEAC three times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.
Site Council PLC Partnership	Point Arena High School provided monthly and quarterly professional learning community meetings for parents and community members. We had Site Council organizational plans, wherein, parent and community outreach were the aim. All elements operated within the

Educational Partner(s)	Process for Engagement
	compliance manifest either within the state guidelines or institutional guidelines agreed upon. Administration met with Site Council four times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.
WASC Home Group PLC Partnership	Point Arena High School provided monthly and quarterly professional learning community meetings for teachers, principals, administrators, other school personnel, and local bargaining unit members. We do this through the lens of our WASC Action Plan. We had WASC organizational plans, wherein, teachers, principals, administrators, other school personnel, and local bargaining unit members outreach were the aim. All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon. Administration met with the WASC Home Group PLC 12 times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.
Student Leadership PLC Partnership	Point Arena High School provided daily community meetings for students through our leadership program. We do this through the lens of our WASC Action Plan and the collective goals of our Associate Student Body (ASB). We had ASB organizational plans, wherein, student outreach were the aim. All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon. Administration met with the ASB PLC 10 times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.

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

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. Point Arena provides Spanish-language interpreters in the classrooms, at the front desk, in ELAC/DELAC, and as a consideration attached to ParentSquare. ELAC/DELAC is our most developed professional learning community, aside from NAEAC. Providing Spanish-speaking para educators is strategy that became a viable solution through the professional learning community process. Developing relationships, developing knowledge, and developing grass-roots leadership has led to positive outcomes for our Hispanic students. The feedback from high-leverage actions at the staff level when it comes to the Spanish-speaking population is positive both quantitatively, e.g., the attendance data, the non-chronic absenteeism data, leading and lagging student engagement data, and educational

partner attendance and engagement with the PLC system, and qualitatively, e.g., Healthy Kids Survey implementation scores and New Tech Network student surveys. To reach the level of fidelity realized through the ELAC/DELAC, NAEAC, Site Council, and WASC feedback loops, Point Arena must continue to implement the professional learning community strategy, and, thus, continue norming our entire school culture to ruminate upon the four fundamental questions: 1. What must Point Arena students achieve to be considered proficient, 2. How will we know each Point Arena student has achieved proficiency, 3. How will we respond when Point Arena students have not achieved proficiency, and 4. how can we extend and enrich the experience for Point Arena students who have achieved proficiency?

Point Arena High School provided monthly and quarterly professional learning community meetings for parents and community members. We had DELAC, NAEAC, Site Council, and WASC organizational plans, wherein, parent and community outreach were the aim. All elements operated within the compliance manifest either within the state guidelines or institutional guidelines agreed upon. For example, Site Council encourages teacher union members, classified union members, parents, students, and community members to attend and join the governance structure outlined in Site Council guidelines. The district SPED Director and the district SPED Coordinator attend the SELPA steering and policy meetings monthly. The SELPA Program Specialist and the SELPA Director meet with site administration twice per month to address any issues that arise. Educational partners' attendance to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at DELAC and NAEAC were pivotal during the LCAP process. Regardless of participation level in the LCAP process, either active or passive, the Point Arena High School parent engagement relative to ParentSquare is 97%, so most families are at least informed educational partners when it comes to the development and implementation of Point Arena High School LCAP goals.

The focus areas for improvement was building relationships between school staff and families and are as follows: 1) Improve communication with educational partners, including strategies that eliminate language and cultural barriers. 2) Enhance opportunities for parents, teachers and the 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. 4) Hold consistent District English Learner Advisory Committee (DELAC) and Native American Education Advisory Committee (NAEAC) meetings.

To improve engagement of underrepresented families identified during the self-reflection process in relation to building relationships between school staff and families, the overall calibration and norming of the system through the lenses of the 4-Corollary Questions and the Professional Learning Community strategy was the focus not only our communication with our educational partners, but it also has benchmarked our various outreach coordinators in ELAC/DELAC and NAEAC. The professional learning community strategy has been the key to disseminating and amplifying our focus. Moreover, Point Arena High School has implemented the Parent and Community Outreach Professional Learning Community. Starting in 24.25, this PLC will focus on Dr. Joyce Epstein's framework for defining six different types of parent involvement. 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. 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.

Educational partners' attendance to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at DELAC and NAEAC meetings increased. Administration met with DELAC and NAEAC twice in 22.23 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Administration met with DELAC and NAEAC three times in 23.24 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Administration will meet with DELAC and NAEAC twice per quarter in 24.25 to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.

The focus areas for improvement in building partnerships for student outcomes for 24.25 are as follows: 1) Increase parent engagement tracking for all listed events, so we can target English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities to improve outreach to each family. 2) Design tactics encouraging enough to garner participation in at least 4 of the listed events: one per quarter. 3) Promote partnerships and amplify messaging regarding outcome targets recursively from event-to-event, so an informed partnership develops.

Point Arena High School will continue fostering 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 LCAP topics and goals, their students' educations, especially, English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at Point Arena High School. We will continue maintaining 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.

The Student Articulation Professional Learning Community (SAPLC), the Curriculum Adoption and Resource Allocation Professional Learning Community (CARAPLC), and the Parent and Community Outreach Professional Learning Community (PCOPLC) driven by Dufour's Corollary Questions will continue sifting through the LCAP and continue impacting students achievement. When Point Arena High School asks what must students achieve to be considered proficient, how will we know each student has achieved proficiency, how will we respond when students have not achieved proficiency, and how can we extend and enrich the experience for students who have achieved proficiency; closing both the opportunity gap and the learning gap drives the decision-making.

As leadership develops LCAP goals, the various iterations of the LCAP mechanism will be vetted through each educational partner PLC for feedback and synthesis of this feedback. Monthly, leadership will take its LCAP focus to DELAC, to NAEAC, to Site Council, to the Board, and

through the various WASC focused PLCs in order to refine the LCAP purpose and implementation. Google Forms will be used to qualify through survey method the educational partners' feedback, so synthesis can be authentic. The lynchpin for informing and, thus, getting the results of educational partner engagement out to the public will be Point Arena High School's mass communication mechanism ParentSquare, which is linked to the Learning Management System Aeries.

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)
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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 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; 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. 46% of All students will meet A-G requirements	

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	<p>B. 41.9% of Hispanic students met A-G requirements and were college and career ready.</p> <p>C. 40% White Students met A-G requirements and are college and career ready.</p> <p>D. 31.2% of Socio-economically Disadvantaged students met A-G requirements and are college and career ready.</p> <p>E. 100% of Students with Disabilities met A-G requirements and are college and career ready.</p> <p>F. 100% of McKinney-Vento students met A-G requirements.</p> <p>G. 100% of English Learner students met A-G requirements and are college and career ready.</p> <p>H. 40% Foster Youth met A-G requirements</p>			<p>and be college and career ready.</p> <p>B. 47.9% of Hispanic students will meet A-G requirements and be college and career ready.</p> <p>C. 46% White students will meet A-G requirements and be college and career ready.</p> <p>D. 37.2% of Socio-economically Disadvantaged students will meet A-G requirements and be college and career ready.</p> <p>E. 100% of students with Disabilities will meet A-G requirements and be college and career ready.</p> <p>F. 100% of McKinney-Vento students will meet A-G requirements</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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.</p> <p>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</p>	<p>and are college and career ready.</p> <p>A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>B. 46.6% of Hispanic students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>C. 40% of White students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>D. 31.2% of Socio-economic Disadvantaged students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>E. 100% of Students with Disabilities completed at least one CTE class and,</p>			<p>and be college and career ready.</p> <p>G. 100% of English Learner students will meet A-G requirements and be college and career ready.</p> <p>H. 46% Foster Youth will meet A-G requirements and be college and career ready.</p> <p>A. All students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>B. Hispanic students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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).</p> <p>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 measure the percentage</p>	<p>therefore, completed the SEL menu.</p> <p>F. 100% of McKinney-Vento students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>G. 100% of English Learners completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>H. 40% Foster Youth completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>A. Program Quality Survey - Student: NA</p> <p>B. Program Quality Survey - Parent: NA</p> <p>C. Program Quality Survey - Teacher: NA</p> <p>A. All Students</p>			<p>C. White students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>D. Socio-economic Disadvantaged students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>E. Students with Disabilities exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>F. McKinney-Vento students exhibit 6% growth through MAP baseline (fall administration)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>of students who have passed an advanced placement examination with a score of 3 or higher on the AP examination.</p> <p>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 be measured for growth.</p> <p>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</p>	<p>*Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)</p> <p>B. Hispanic Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)</p> <p>C. White Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)</p> <p>D. Socio-economic Disadvantaged Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37)</p>			<p>versus MAP growth (spring administration) algorithm.</p> <p>G. English Learner students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>H. Foster Youth exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>I. 9th grade students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>J. 10th grade students exhibit</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	Language Usage (43) E. Students with Disabilities *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) F. McKinney-Vento Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) G. English Learner Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) H. Foster Youth *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth:			6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm. K. 11th grade students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm. L. 12th grade students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm. A. Program Quality Survey - Student: 6% increase from baseline Year 1. B. Program Quality Survey - Parent:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math (41.5) Reading (37) Language Usage (43) I. 9th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) J. 10th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) K. 11th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) L. 12th Grade *Baseline: Math (31)			6% increase from baseline Year 1. C. Program Quality Survey - Teacher: 6% increase from baseline Year 1. A. 51% of all students will complete at least one CTE class and, therefore, complete the SEL menu. B. 53.9% of Hispanic students will complete at least one CTE class and, therefore, complete the SEL menu. C. 0% White students will complete at least one CTE class and, therefore, complete the SEL menu. C. 43.2% of Socio-economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)</p> <p>A. 0% of 9th Grade students met CAASPP Interim Assessment Completion Percentage.</p> <p>B. 0% of 10th Grade students met CAASPP Interim Assessment Completion Percentage.</p> <p>C. 100% of 11th Grade students met Summative CAASPP Summative Assessment Completion Percentage.</p> <p>E. 50% of All students met CAASPP Assessment Completion Percentage.</p> <p>F. 50% of Hispanic students met CAASPP Assessment Completion Percentage.</p> <p>G. 50% White Students met CAASPP</p>			<p>Disadvantaged students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>E. 100% of Students with Disabilities will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>F. 100% of McKinney-Vento students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>G. 100% of English Learners will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>H. 0% Foster Youth will</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Assessment Completion Percentage.</p> <p>H. 50% of Socio-economically Disadvantaged students met CAASPP Assessment Completion Percentage.</p> <p>I. 50% of Students with Disabilities met CAASPP Assessment Completion Percentage.</p> <p>J. 50% of McKinney-Vento students met CAASPP Assessment Completion Percentage.</p> <p>K. 50% Foster Youth met CAASPP Assessment Completion Percentage.</p> <p>A. AP Course Completion Total: 7 Students</p> <p>B. AP Exam Score of 3 or Higher Total: NA</p>			<p>complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>A. 95% of 9th Grade students will meet CAASPP Interim Assessment Completion Percentage.</p> <p>B. 95% of 10th Grade students will meet CAASPP Interim Assessment Completion Percentage.</p> <p>C. 95% of 11th Grade students will meet CAASPP Summative Assessment Completion Percentage.</p> <p>E. 95% of All students will meet CAASPP Assessment</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		A. Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program: 23%.			<p>Completion Percentage.</p> <p>F. 95% of Hispanic students will meet CAASPP Assessment Completion Percentage.</p> <p>G. 95% White Students will meet CAASPP Assessment Completion Percentage.</p> <p>H. 95% of Socio-economically Disadvantaged students will meet CAASPP Assessment Completion Percentage.</p> <p>I. 95% of Students with Disabilities will meet CAASPP Assessment Completion Percentage.</p> <p>J. 95% of McKinney-Vento students will meet CAASPP</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Assessment Completion Percentage. K. 95% Foster Youth will meet CAASPP Assessment Completion Percentage. A. AP Course Completion Total: 6% increase in total students. B. AP Exam Score of 3 or Higher Total: 6% increase from baseline Year 1. A. Students demonstrating college preparedness pursuant to the Early Assessment Program will increase by 6%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	<p>Technology and Mentorship</p> <p>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.</p> <p>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)</p>	<p>A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>B. 46.6% of Hispanic students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>C. 40% of White students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>D. 31.2% of Socio-economic Disadvantaged students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>E. 100% of Students with Disabilities completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>F. 100% of McKinney-Vento students</p>			<p>A. 51% of all students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>B. 53.9% of Hispanic students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>C. 0% White students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>C. 43.2% of Socio-economically Disadvantaged students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>E. 100% of Students with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5. Healthy Kids Survey	<p>completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>G. 100% of English Learners completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>H. 40% Foster Youth completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>A. 21% of Grade 9 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress.</p> <p>B. 27% of Grade 11 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress.</p>			<p>Disabilities will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>F. 100% of McKinney-Vento students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>G. 100% of English Learners will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>H. 0% Foster Youth will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>A. 15% of Grade 9 students will report</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>"Pretty Much True" or "Very Much True" about being in social-emotional distress.</p> <p>B. 21% of Grade 11 students will report "Pretty Much True" or "Very Much True" about being in social-emotional distress.</p>	
1.3	<p>Electives and Extra-Curricular Activities</p> <p>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) our enriched visual performing arts/media</p>	<p>A. 40% of All students completed 1 or more CTE pathways and were career ready.</p> <p>B. 41.9% of Hispanic students completed 1 or more CTE pathways and were career ready.</p> <p>C. 0% White students completed 1 or more CTE pathways and were career ready.</p> <p>D. 31.2% of Socio-economically Disadvantaged students completed 1 or more CTE pathways and were career ready.</p>			<p>A. 46% of All students will complete 1 or more CTE pathways and be career ready.</p> <p>B. 47.9% of Hispanic students will complete 1 or more CTE pathways and be career ready.</p> <p>C. 0% White students will complete 1 or more CTE pathways and be career ready.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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.</p> <p>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)</p>	<p>E. 100% of Students with Disabilities completed 1 or more CTE or Workability pathways and were career ready.</p> <p>F. 100% of McKinney-Vento students completed 1 or more CTE pathways and were career ready.</p> <p>G. 100% of English Learners completed 1 or more CTE pathways and were career ready.</p> <p>H. 40% Foster Youth completed 1 or more CTE pathways and were career ready.</p> <p>A. 40% of all students completed at least 1 dual enrollment course.</p> <p>B. 46.6% of Hispanic students completed at least 1 dual enrollment course.</p> <p>C. 40% of White students completed at</p>			<p>D. 37.2% of Socio-economically Disadvantaged students will complete 1 or more CTE pathways and be career ready.</p> <p>E. 100% of Students with Disabilities will complete 1 or more CTE pathways and be career ready.</p> <p>F. 100% of McKinney-Vento students will complete 1 or more CTE pathways and be career ready.</p> <p>G. 100% of English Learners will complete 1 or more CTE pathways and be career ready.</p> <p>H. 40% Foster Youth completed 1 or more CTE pathways and were career ready.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>least 1 dual enrollment course.</p> <p>D. 31.2% of Socio-economic Disadvantaged students completed at least 1 dual enrollment course.</p> <p>E. 100% of Students with Disabilities completed at least 1 dual enrollment course.</p> <p>F. 100% of McKinney-Vento students completed at least 1 dual enrollment course.</p> <p>G. 100% of English Learners completed at least 1 dual enrollment course.</p> <p>H. 40% Foster Youth completed at least 1 dual enrollment course.</p> <p>A. All student graduation rate: 88.9%.</p> <p>B. Hispanic graduation rate: 88.3%.</p>			<p>A. 46% of all students will complete at least 1 dual enrollment course.</p> <p>B. 53.9% of Hispanic students will complete at least 1 dual enrollment course.</p> <p>C. 40% White students will complete at least 1 dual enrollment course.</p> <p>D. 43.2% of Socio-economically Disadvantaged students will complete at least 1 dual enrollment course.</p> <p>E. 100% of Students with Disabilities will complete at least 1 dual enrollment course.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>C. White graduation rate: 90.9%.</p> <p>D. Socio-economic Disadvantaged graduation rate: 90.9%.</p> <p>E. Students with Disabilities graduation rate: 100%.</p> <p>F. McKinney-Vento students graduation rate: 100%.</p> <p>G. English Learners students graduation rate: 100%.</p> <p>H. Foster Youth students graduation rate: 100%.</p>			<p>F. 100% of McKinney-Vento students will complete at least 1 dual enrollment course.</p> <p>G. 100% of English Learners will complete at least 1 dual enrollment course.</p> <p>H. 40% Foster Youth will complete at least 1 dual enrollment course.</p> <p>A. All student graduation rate: 94.9%.</p> <p>B. Hispanic graduation rate: 94.3%.</p> <p>C. White graduation rate: 96.9%.</p> <p>D. Socio-economic Disadvantaged graduation rate: 96.9%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	<p>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.</p> <p>Data Source: 1. The College and Career Readiness Report on the Dashboard 2. The College and Career Readiness Report from Aeries Analytics</p>	<p>A. 100% of English Language Learner students met ELPAC Assessment Completion Percentage.</p> <p>B. 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.</p>			<p>A. 100% of English Language Learner students will maintain ELPAC Assessment Completion Percentage.</p> <p>B. 40% RFEP rate.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)					
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 is standard.) will be targeted for intervention.	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. Hispanic Students *Baseline: Math (24)			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. B. 95% of Hispanic students identified through the MAP baseline versus growth algorithm for intervention will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	Reading (22) Language Usage (25) *Growth: Math (46) Reading (40) Language Usage (44.5) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%) C. White Students *Baseline: Math (48) Reading (48) Language Usage (55) *Growth: Math (58) Reading (40) Language Usage (41) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%) D. Socio-economic Disadvantaged Students *Baseline: Math (20.5) Reading (22.5) Language Usage (27.3) *Growth: Math (27.5) Reading (24.5) Language Usage (28.5)			be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring. C. 95% of White 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. D. 95% of Socio-economic Disadvantaged 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. E. 95% of Students with Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>*Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>E. Students with Disabilities *Baseline: Math (20.5) Reading (22.5) Language Usage (27.3) *Growth: Math (27.5) Reading (24.5) Language Usage (28.5) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (53%)</p> <p>F. McKinney-Vento Students *Baseline: Math (24) Reading (22) Language Usage (25) *Growth: Math (46) Reading (40) Language Usage (44.5) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p>			<p>identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p> <p>F. 95% of McKinney-Vento 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.</p> <p>G. 95% of English Learner 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.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>G. English Learner 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%)</p> <p>H. Foster Youth *Baseline: Math (24) Reading (22) Language Usage (25) *Growth: Math (46) Reading (40) Language Usage (44.5) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>I. 9th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5)</p>			<p>H. 95% of Foster Youth identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p> <p>I. 95% of 9th grade 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.</p> <p>J. 95% of 10th grade 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.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>J. 10th Grade *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%)</p> <p>K. 11th Grade *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%)</p>			<p>K. 95% of 11th grade 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.</p> <p>L. 95% of 12th grade 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.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L. 12th Grade *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%)				
1.7						

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Subject Areas	<p>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 conference for the Arts, Media, and Entertainment Industry Sector (AME): the Media Arts Pathway (Desktop Publishing Yearbook), the Energy, Environment, and Utilities Sector (EEU): the Environmental Resources Pathway (Integrated STEM), the Manufacturing and Product Development Sector (MPD): the Welding and Materials Joining Pathway (Welding Shop), the Building and Construction Trades Sector (BCT): the Cabinetry, Millwork, and Woodworking Pathway (Wood Shop), and the Transportation Sector (TI): the Systems Diagnostics, Service, and Repair Pathway (Auto Shop). 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 Edmentum 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.</p> <p>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, the percentage of graduating students completing an A-G aligned Common Core Standards based course profile will be measured for growth.</p>	\$455,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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) 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 will be measured for growth.		
1.2	Technology and Mentorship	<p>New Tech Network is implemented and continues to be a key mechanism in the branding process across Point Arena High School. However, the New Tech Network pedagogical framework will expand in both scope and amplitude as the CTE program goes 80% project based for the 24.25 school year.</p> <p>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.</p> <p>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,</p>	\$117,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>All CTE pathways will be anchored to an alternative leadership strategy called the Lead4Change Student Leadership Program during the 24.25 school year. Said program is a 12-step portfolio development program featuring the following categories: "Be Your Best Self, Unleash the Power or People, Be an Avid Learner, An Insight-driven Approach to Leading People and Achieving Big Goals, Tell It Like It Is, Create A Team Structure and Culture, You Have To Believe It Can Be Done, Personalize Your Vision, Market and Be the Change, Measure Project Outcomes and Overcome Barriers to Success, The Change Is Never Over, and Share Your Story. The Lead4Change Student Leadership Program is differential for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>All CTE pathways will be anchored further to the Social Emotional Learning Menu implementation sponsored by Action Network during the 24.25 school year.</p> <p>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.</p>		
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 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.	\$383,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Capstone projects are implemented for the all CTE pathways. During the 24.25 school year, said projects will be underway for a new pathway in culinary arts. 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-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>Point Arena has an agreement with Sonoma State University, Santa Rosa Community College, and 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.</p> <p>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) 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.</p>		

Action #	Title	Description	Total Funds	Contributing
1.4	English Language Development	<p>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.</p> <p>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).</p>	\$126,703.00	Yes
1.5	Counseling	<p>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) and the implementation of the Beyond SST system.</p> <p>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.</p>	\$105,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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) and the Beyond SST system will be the synthesis 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.</p> <p>Point Arena has an agreement with Sonoma State University, Santa Rosa Community College, and 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.</p> <p>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.</p>		

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	A. All Students Suspension Rate: 6%. B. Hispanic Students Suspension Rate: 5.3%			A. All Students Suspension Rate: 3.5%. B. Hispanic Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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).</p> <p>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</p>	<p>C. White Students Suspension Rate: 5%</p> <p>D. Socioeconomically Disadvantaged Students Suspension Rate: 4.3%</p> <p>E. English Learner Suspension Rate: 0%</p> <p>F. Foster Youth Suspension Rate: 0%</p> <p>A. All Students Expulsion Rate: 0%.</p> <p>B. Hispanic Students Expulsion Rate: 0%</p> <p>C. White Students Expulsion Rate: 0%</p> <p>D. Socioeconomically Disadvantaged Students Expulsion Rate: 0%</p> <p>E. English Learner Expulsion Rate: 0%</p> <p>F. Foster Youth Expulsion Rate: 0%</p>			<p>Suspension Rate: 3.5%.</p> <p>C. White Students Suspension Rate: 3.5%</p> <p>D. Socioeconomically Disadvantaged Students Suspension Rate: 3.5%.</p> <p>E. English Learner Suspension Rate: 3.5%</p> <p>F. Foster Youth Suspension Rate: 3.5%</p> <p>A. All Students Expulsion Rate: maintain 0%.</p> <p>B. Hispanic Students Expulsion Rate: maintain 0%.</p> <p>C. White Students Expulsion Rate: maintain 0%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>students expelled per year.</p> <p>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.</p> <p>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</p>	<p>A. All Students Dropout Rate: 6%.</p> <p>B. Hispanic Students Dropout Rate: 5.3%</p> <p>C. White Students Dropout Rate: 5%</p> <p>D. Socioeconomically Disadvantaged Students Dropout Rate: 4.3%</p> <p>E. English Learner Dropout Rate: 0%</p> <p>F. Foster Youth Dropout Rate: 0%</p> <p>A. 41% of All Students are enrolled in the MTSS.</p> <p>B. 41% of Hispanic Students are enrolled in the MTSS.</p> <p>C. 41% of White Students are enrolled in the MTSS.</p> <p>D. 41% of Socioeconomically</p>			<p>D. Socioeconomically Disadvantaged Students Expulsion Rate: maintain 0%.</p> <p>E. English Learner Expulsion Rate: maintain 0%.</p> <p>F. Foster Youth Expulsion Rate: maintain 0%.</p> <p>A. All Students Dropout Rate: 6%.</p> <p>B. Hispanic Students Dropout Rate: 5.3%</p> <p>C. White Students Dropout Rate: 5%</p> <p>D. Socioeconomically Disadvantaged Students Dropout Rate: 4.3%</p> <p>E. English Learner Dropout Rate:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Multitiered System of Support (MTSS) will be targeted for improvement.</p> <p>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.</p> <p>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)</p>	<p>Disadvantaged Students are enrolled in the MTSS.</p> <p>E. 41% of English Learner Students are enrolled in the MTSS.</p> <p>F. 41% Foster Youth are enrolled in the MTSS.</p> <p>A. 45.1% of All Students are chronically absent.</p> <p>B. 45.5% of Hispanic Students are chronically absent.</p> <p>C. 34.3% of White Students are chronically absent.</p> <p>D. 48% of Socioeconomically Disadvantaged Students are chronically absent.</p> <p>E. 37.5% of English Learner Students are chronically absent.</p>			<p>F. Foster Youth Dropout Rate:</p> <p>A. 47% of All Students will be enrolled in the MTSS.</p> <p>B. 47% of Hispanic Students will be enrolled in the MTSS.</p> <p>C. 47% of White Students will be enrolled in the MTSS.</p> <p>D. 47% of Socioeconomically Disadvantaged Students will be enrolled in the MTSS.</p> <p>E. 47% of English Learner Students will be enrolled in the MTSS.</p> <p>F. 47% Foster Youth will be enrolled in the MTSS.</p>	

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	F. 100% of Foster Youth are chronically absent.			A. 39.1% of All Students will be chronically absent. B. 39.5% of Hispanic Students will be chronically absent. C. 28.5% of White Students will be chronically absent. D. 42% of Socioeconomically Disadvantaged Students will be chronically absent. E. 31.5% of English Learner Students will be chronically absent. F. 94% of Foster Youth will be chronically absent.	
2.2	Facilities and Maintenance	A. 54% of Grade 9 students "Agree" and "Strongly Agree"			A. 60% of Grade 9 students will "Agree" and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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, the School Climate Report Card will be monitored and targeted for improvement.</p> <p>Data Source: 1. Aeries learning management system 2. The California Longitudinal Pupil Achievement Data System (CALPADS)</p>	<p>facilities are safe with a high-level of upkeep.</p> <p>B. 60% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p> <p>C. 82% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p>			<p>"Strongly Agree" facilities are safe with a high-level of upkeep.</p> <p>B. 66% of Grade 11 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p> <p>C. 88% of staff will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)					
2.3	<p>Community Partnerships and Outreach</p> <p>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.</p>	<p>A. 14% of All Students are assigned to the SARB intervention mechanism and process.</p> <p>B. 14% of Hispanic Students are assigned to the SARB intervention mechanism and process.</p> <p>C. 14% of White Students are assigned to the SARB intervention mechanism and process.</p> <p>D. 14% of Socioeconomically Disadvantaged Students are assigned to the SARB</p>			<p>A. 20% of All Students will be assigned to the SARB intervention mechanism and process.</p> <p>B. 20% of Hispanic Students will be assigned to the SARB intervention mechanism and process.</p> <p>C. 20% of White Students will be assigned to the SARB intervention mechanism and process.</p> <p>D. 20% of Socioeconomically Disadvantaged</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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 physical/social emotional well-being for students and staff.</p> <p>Data Source: 1. Aeries learning management system 2. The California Longitudinal Pupil</p>	<p>intervention mechanism and process.</p> <p>E. 14% of English Learner Students are assigned to the SARB intervention mechanism and process.</p> <p>F. 14% Foster Youth are assigned to the SARB intervention mechanism and process.</p> <p>A. 44% of All Students are enrolled in a wellness program mechanism and process.</p> <p>B. 44% of Hispanic Students are enrolled in a wellness program mechanism and process.</p> <p>C. 44% of White Students are enrolled in a wellness program mechanism and process.</p> <p>D. 44% of Socioeconomically</p>			<p>Students will be assigned to the SARB intervention mechanism and process.</p> <p>E. 20% of English Learner Students will be assigned to the SARB intervention mechanism and process.</p> <p>F. 20% Foster Youth will be assigned to the SARB intervention mechanism and process.</p> <p>A. 50% of All Students will be enrolled in a wellness program mechanism and process.</p> <p>B. 50% of Hispanic Students will be enrolled in a wellness program mechanism and process.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Achievement Data System (CALPADS)</p> <p>3. Beyond SST learning management system</p> <p>4. RULER PBIS learning management system</p> <p>5. Student Voices Program</p> <p>6. School Climate Report Card</p> <p>7. School Accountability Report Card (SARC)</p>	<p>Disadvantaged Students are enrolled in a wellness program mechanism and process.</p> <p>E. 44% of English Learner Students are enrolled in a wellness program mechanism and process.</p> <p>F. 44% of Foster Youth are enrolled in a wellness program mechanism and process.</p> <p>G. 16% of Staff are enrolled in a wellness program mechanism and process.</p>			<p>C. 50% of White Students will be enrolled in a wellness program mechanism and process.</p> <p>D. 50% of Socioeconomically Disadvantaged Students will be enrolled in a wellness program mechanism and process.</p> <p>E. 50% of English Learner Students will be enrolled in a wellness program mechanism and process.</p> <p>F. 50% of Foster Youth will be enrolled in a wellness program mechanism and process.</p> <p>G. 22% of Staff will be enrolled in a wellness program mechanism and process.</p>	
2.4						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5						
2.6						
2.8						

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions & Support	<p>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 second year of a 6 year plan to implement UDL to a high fidelity.</p> <p>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 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.</p> <p>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.</p> <p>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</p>	\$90,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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 suspended per year (classroom- and home-suspension).</p> <p>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.</p> <p>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.</p> <p>In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective</p>		

Action #	Title	Description	Total Funds	Contributing
		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	<p>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 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.</p> <p>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, the School Climate Report Card will be monitored and targeted for improvement.</p>	\$671,262.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Community Partnerships and Outreach	<p>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.</p> <p>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 percent of enrollment in our local wellness programs that enhance physical/social emotional well-being for students and staff.</p> <p>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.</p> <p>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 Recording Studio for the CTE department.</p>	\$5,229.00	No

Action #	Title	Description	Total Funds	Contributing
2.7				

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. 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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.</p> <p>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</p>	<p>A. 0 total meetings offered.</p> <p>B. 0 total meetings offered per quarter.</p> <p>C. 0% of the Special Education community attended meetings on average.</p> <p>A. 0 total meetings offered.</p> <p>B. 0 total meetings offered per quarter.</p> <p>C. 0% of the Low Income, Foster Youth, and McKinney-Vento community attended meetings on average.</p> <p>A. 4 total Site Council meetings offered.</p> <p>B. 1 total Site Council meetings offered per quarter.</p> <p>C. 3.8% of the community attended</p>			<p>meetings on average.</p> <p>A. 4 total meetings will be offered.</p> <p>B. 1 Total meeting will be offered per quarter.</p> <p>C. 6% of the Special Education community will attend meetings on average.</p> <p>A. 4 total meetings will be offered.</p> <p>B. 1 Total meeting will be offered per quarter.</p> <p>C. 6% of the Low Income, Foster Youth, and McKinney-Vento community will attend meetings on average.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement.</p> <p>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.</p> <p>In order to continuously improve scope and</p>	<p>Site Council meetings on average.</p> <p>A. 3 total Rotary Club meetings offered.</p> <p>B. Less than 1 total Rotary Club meetings offered per quarter.</p> <p>C. 8.3% of the staff attended Rotary Club meetings on average.</p> <p>D. 1 total joint project completed.</p> <p>A. 3 total Action Network meetings offered.</p> <p>B. Less than 1 total Action Network meetings offered per quarter.</p> <p>C. 8.3% of the staff attended Action Network meetings on average.</p> <p>D. 0 Total joint projects completed.</p>			<p>A. 8 total Site Council meetings will be offered.</p> <p>B. 2 Total Site Council meetings will be offered per quarter.</p> <p>C. 9.8% of the community will attend Site Council meetings on average.</p> <p>A. 6 total Rotary Club meetings will be offered.</p> <p>B. 1 Total Rotary Club meetings will be offered per quarter.</p> <p>C. 14.3% of the staff will attend Site Council meetings on average.</p> <p>D. 4 total joint projects will be completed.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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.</p> <p>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</p>				<p>A. 6 total Action Network meetings will be offered.</p> <p>B. 1 Total Action Network meetings will be offered per quarter.</p> <p>C. 14.3% of the staff will attend Action Network meetings on average.</p> <p>D. 3 total joint projects will be completed.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>increased joint project outcomes.</p> <p>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.</p> <p>Data Source:</p> <ol style="list-style-type: none"> 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	<p>Community Liaisons and Programs</p> <p>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.</p> <p>Data Source: 1. Agenda log 2. Meeting minutes log</p>	<p>A. 4 total NAEAC meetings offered.</p> <p>B. 1 total NAEAC meetings offered per quarter.</p> <p>C. 30% of the Native American community attended NAEAC meetings on average.</p>			<p>A. 8 total NAEAC meetings will be offered.</p> <p>B. 2 Total NAEAC meetings will be offered per quarter.</p> <p>C. 36% of the Native American community will attend NAEAC meetings on average.</p>	

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)					
3.3						
3.4						
3.5						
3.6						
3.7						

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communications with Educational Partners	<p>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 qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at Point Arena High School.</p> <p>Most importantly, Point Arena High School has implemented 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</p>	\$6,058.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school and family partnership programs. Epstein's Framework of Six Types of Involvement is as follows:</p> <ol style="list-style-type: none"> 1. Parenting: Help all families establish home environments to support children as students. <ul style="list-style-type: none"> *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. <ul style="list-style-type: none"> *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. <ul style="list-style-type: none"> *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. <ul style="list-style-type: none"> *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. 5. Decision-making: Include families as participants in school decisions and develop parent leaders and representatives. <ul style="list-style-type: none"> *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. 		

Action #	Title	Description	Total Funds	Contributing
		<p>*Provide information for students and families on community health, cultural, recreational, social support, and other programs or services.</p> <p>*Provide information on community activities that link to learning skills and talents, including summer programs for students.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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 Recording Studio for the CTE department.</p> <p>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.</p> <p>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.</p>		
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.	\$33,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$241,747	\$12,060

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
12.704%	0.000%	\$0.00	12.704%

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	<p>Action:</p> <p>Core Subject Areas</p> <p>Need:</p>	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
	<p>The percentage of Unduplicated Pupils graduating college and career ready has reached a benchmark of 40%, and an additional 6% of growth is expected over the next 3 years.</p> <p>Scope: LEA-wide</p>		<p>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.</p>
1.2	<p>Action: Technology and Mentorship</p> <p>Need: 21% of Grade 9 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress. 27% of Grade 11 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress. Approximately 75% of the student population falls into at least one Unduplicated category. The majority being Low Income.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>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.</p>

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	<p>Action: Electives and Extra-Curricular Activities</p> <p>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 00%, and an additional 6% of growth is expected over the next 3 years.</p> <p>Scope: LEA-wide</p>	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	<p>Action: Counseling</p> <p>Need: The percentage of Unduplicated Pupils receiving targeted intervention and/or triage-style tutoring has reached a benchmark of</p>	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 industrialized 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
	<p>70%, and an additional 25% of growth is mandated over the next 3 years.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Positive Behavior Interventions & Support</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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 industrialized 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.</p>	<p>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.</p>
2.2	<p>Action: Facilities and Maintenance</p>	<p>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.</p>	<p>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</p>

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
	<p>Need: Because 46% of Unduplicated Grade 9 students "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep. 40% of Unduplicated Grade 11 students "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep. 18% of staff "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep; we will begin repairing room 18's floor and removing walls, so this room can be used for instruction and counseling. It will be modified from a 3-room building into a single-room facility. Furthermore, we will re-paint walls damaged and scarred from past repairs, so the look is uniform. Lastly, we will reimagine our library and shop 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.</p> <p>Scope:</p>		<p>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.</p>
2.3	<p>Action: Community Partnerships and Outreach</p> <p>Need:</p>	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.

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
	<p>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 mechanism and process. 6% growth in all data points is expected.</p> <p>Scope:</p>		<p>The percent of enrollment in our local wellness programs that enhance physical/social emotional well-being for students and staff.</p>
3.1	<p>Action: Communications with Educational Partners</p> <p>Need: 4 total DELAC meetings offered. 1 total DELAC meetings offered per quarter. 11% of the English Learner community attended DELAC meetings on average. 0 total meetings offered for the Special Education community. 0 total meetings offered per quarter for the Special Education community. 0% of the Special Education community attended meetings on average. 0 total meetings offered for Low Income, Foster Youth, and McKinney-Vento community. 0 total meetings offered per quarter for Low Income, Foster Youth, and McKinney-Vento community. 0% of the Low Income, Foster Youth, and McKinney-Vento community attended meetings on average. 4 total Site Council meetings offered. 1 total Site</p>	<p>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.</p>	<p>Increased sub-committee meetings per quarter for DELAC, SELPA Parent Advisory Committee, Parent Equity Advisory Committee, Site Council, Rotary Club, and Action Network.</p>

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
	<p>Council meetings offered per quarter. 3.8% of the community attended Site Council meetings on average. 3 total Rotary Club meetings offered.</p> <p>Less than 1 total Rotary Club meetings offered per quarter. 8.3% of the staff attended Rotary Club meetings on average. 1 total joint project completed. 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. 0 Total joint projects completed.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Community Liaisons and Programs</p> <p>Need: 4 total NAEAC meetings offered. 1 total NAEAC meetings offered per quarter. 30% of the Native American community attended NAEAC meetings on average.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>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.</p>

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	<p>Action: English Language Development</p> <p>Need: Must maintain 100% ELPAC completion percentage, per the federal mandate.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Managing and maintaining the percentage of students completing the ELPAC assessment will keep the EL department compliant and inform instructional programs.	The percentage of English Language Learner students meeting ELPAC Assessment Completion Percentage will be measured.

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.

N/A - Since we are a Basic Aid district, we do not receive the additional concentration grant add-on funding.

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	1:16.00
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:7.61

2024-25 Total 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	\$1,902,864	241,747	12.704%	0.000%	12.704%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$417,643.00	\$94,743.00	\$1,447,222.00	\$36,716.00	\$1,996,324.00	\$1,745,505.00	\$250,819.00

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	\$449,202.00	\$6,500.00	\$94,734.00	\$44,936.00	\$314,532.00	\$1,500.00	\$455,702.00	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	\$44,481.00	\$73,350.00	\$11,919.00	\$8,276.00	\$80,412.00	\$17,224.00	\$117,831.00	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	\$289,657.00	\$93,500.00	\$41,439.00	\$6,000.00	\$335,718.00		\$383,157.00	0
1	1.4	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$91,453.00	\$35,250.00	\$74,337.00	\$25,531.00	\$26,835.00		\$126,703.00	0
1	1.5	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$85,980.00	\$20,000.00	\$85,980.00	\$10,000.00	\$10,000.00		\$105,980.00	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	\$90,608.00	\$0.00	\$84,368.00		\$623.00	\$5,617.00	\$90,608.00	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		\$670,762.00	\$500.00			\$671,262.00		\$671,262.00	0
2	2.3	Community Partnerships and Outreach	All	No			All Schools Specific Schools:	Ongoing	\$5,229.00	\$0.00			\$5,229.00		\$5,229.00	0
2	2.7															
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	\$5,758.00	\$300.00	\$3,447.00		\$2,611.00		\$6,058.00	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	\$12,375.00	\$21,419.00	\$21,419.00			\$12,375.00	\$33,794.00	0

2024-25 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
\$1,902,864	241,747	12.704%	0.000%	12.704%	\$417,643.00	0.000%	21.948 %	Total:	\$417,643.00
								LEA-wide Total:	\$343,306.00
								Limited Total:	\$74,337.00
								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	\$94,734.00	0
1	1.2	Technology and Mentorship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,919.00	0
1	1.3	Electives and Extra-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,439.00	0
1	1.4	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$74,337.00	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	\$85,980.00	0
2	2.1	Positive Behavior Interventions & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,368.00	0
2	2.2	Facilities and Maintenance				All Schools		0
2	2.3	Community Partnerships and Outreach				All Schools Specific Schools:		0
3	3.1	Communications with Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,447.00	0
3	3.2	Community Liaisons and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,419.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,998,005.00	\$2,134,747.00

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	\$399,345.00	\$417,380
1	1.2	Technology and Mentorship	Yes	\$104,734.00	\$171,923
1	1.3	Electives and Extra-Curricular Activities	Yes	\$405,103.00	\$485,538
1	1.4	English Language Development	Yes	\$83,647.00	\$68,494
1	1.5	Counseling	Yes	\$159,523.00	\$126,906
2	2.1	Positive Behavior Interventions & Support	Yes	\$87,701.00	\$85,459
2	2.2	Facilities and Maintenance	No	\$714,446.00	\$736,069
3	3.1	Communications with Educational Partners	Yes	\$5,794.00	\$5,005
3	3.2	Community Liaisons and Programs	Yes	\$32,619.00	\$32,855
3	3.3	Community Partnerships and Outreach	No	\$5,093.00	\$5,118

2023-24 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)
\$320,433	\$469,796.00	\$409,054.00	\$60,742.00	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	\$85,712.00	\$93,928	0	0
1	1.2	Technology and Mentorship	Yes	\$10,376.00	\$10,207	0	0
1	1.3	Electives and Extra-Curricular Activities	Yes	\$106,650.00	\$66,018	0	0
1	1.4	English Language Development	Yes	\$81,824.00	\$59,613	0	0
1	1.5	Counseling	Yes	\$81,147.00	\$81,466	0	0
2	2.1	Positive Behavior Interventions & Support	Yes	\$79,332.00	\$74,911	0	0
3	3.1	Communications with Educational Partners	Yes	\$3,316.00	\$2,492	0	0
3	3.2	Community Liaisons and Programs	Yes	\$21,439.00	\$20,419	0	0

2023-24 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)
\$1,516,339	\$320,433	0.00%	21.132%	\$409,054.00	0.000%	26.976%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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 2023