

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pope Valley Union Elementary

CDS Code: 28662826027015

School Year: 2024-25

LEA contact information:

Kim Kern

Superintendent/Principal

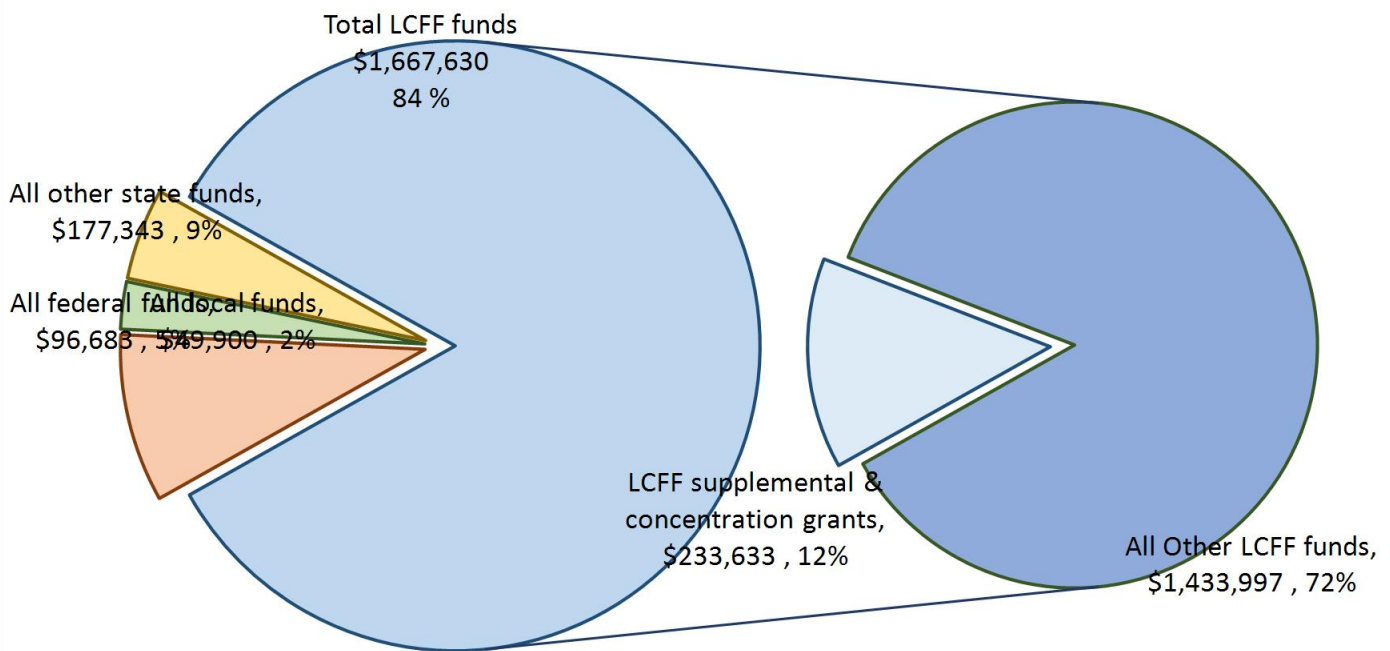
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

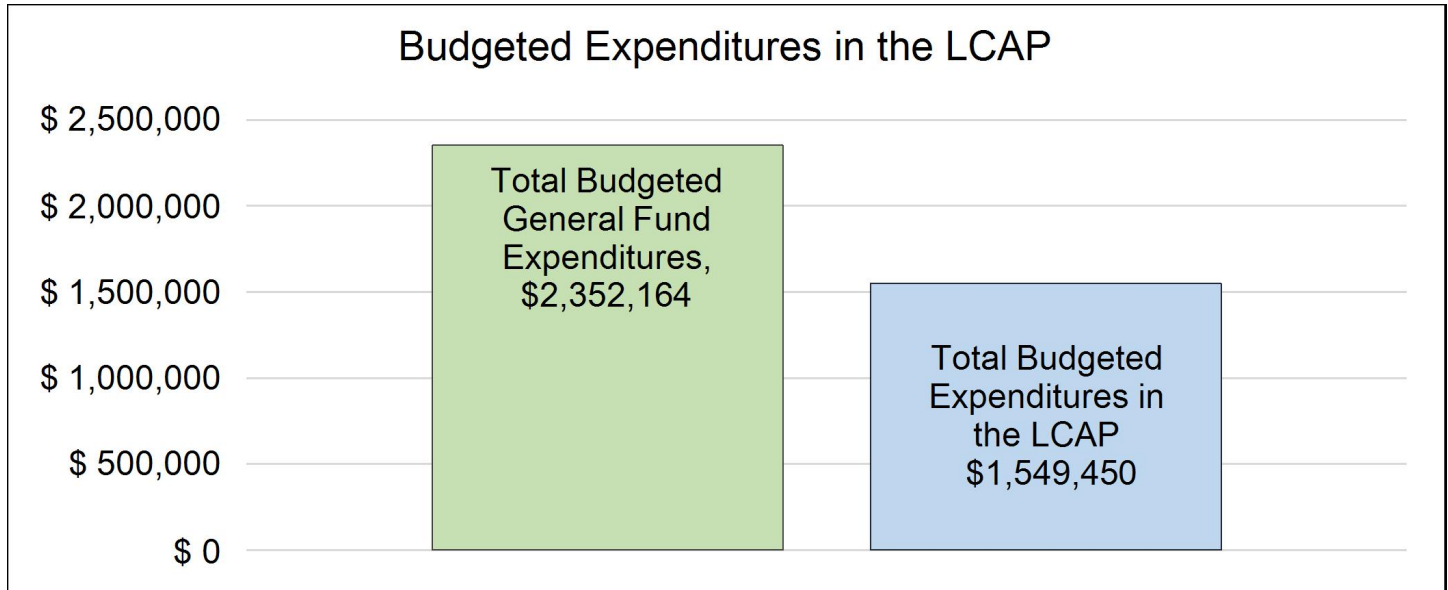


This chart shows the total general purpose revenue Pope Valley Union Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pope Valley Union Elementary is \$1,991,556, of which \$1,667,630 is Local Control Funding Formula (LCFF), \$177,343 is other state funds, \$49,900 is local funds, and \$96,683 is federal funds. Of the \$1,667,630 in LCFF Funds, \$233,633 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 Pope Valley Union Elementary 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: Pope Valley Union Elementary plans to spend \$2352164 for the 2024-25 school year. Of that amount, \$1549450 is tied to actions/services in the LCAP and \$802,714 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

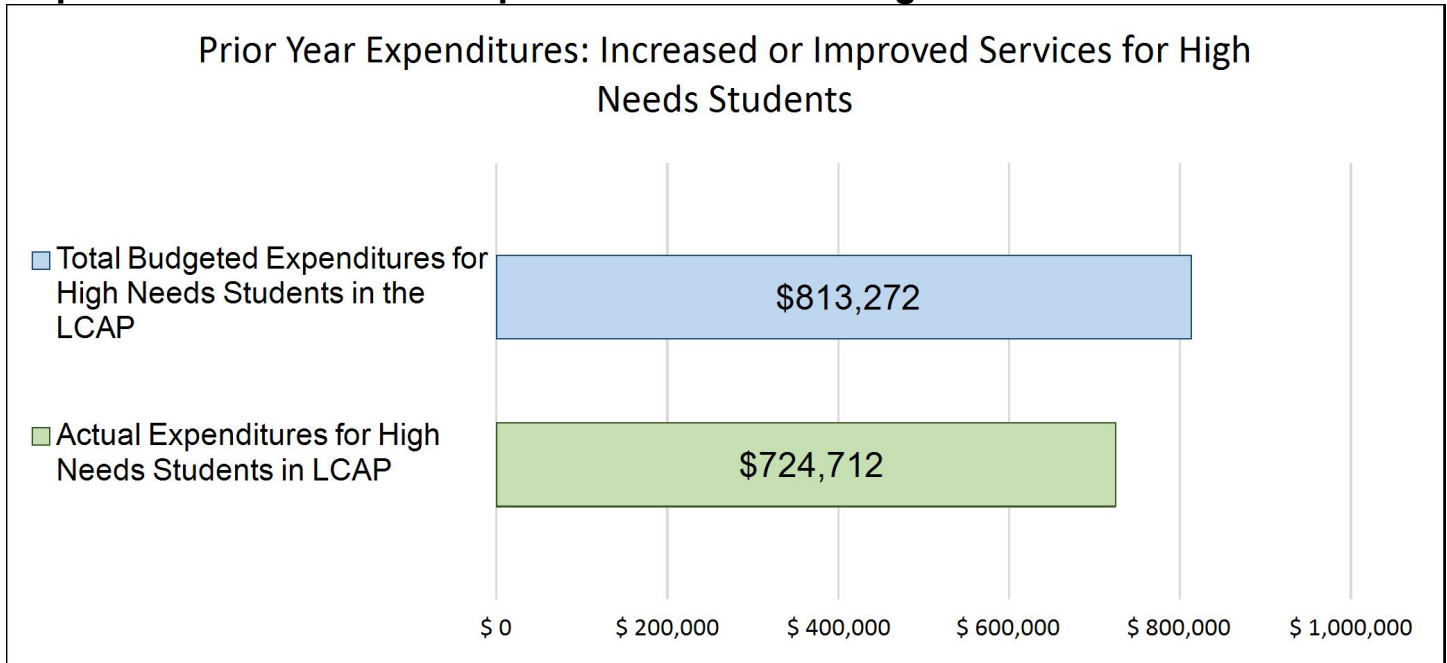
Costs not included in the LCAP include fixed facility costs such as utilities and facility maintenance costs as well as some general district office supplies and services.

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

In 2024-25, Pope Valley Union Elementary is projecting it will receive \$233633 based on the enrollment of foster youth, English learner, and low-income students. Pope Valley Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Pope Valley Union Elementary plans to spend \$881576 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 Pope Valley Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pope Valley Union Elementary 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, Pope Valley Union Elementary's LCAP budgeted \$813272 for planned actions to increase or improve services for high needs students. Pope Valley Union Elementary actually spent \$724712 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$88,560 had the following impact on Pope Valley Union Elementary's ability to increase or improve services for high needs students:

Planned actions included 4.0 FTE highly qualified certificated teachers and 2.0 FTE bus drivers/aides, however, due to staffing shortages, 1.0 FTE teacher and 1.0 FTE bus driver/aide remained vacant for the duration of the fiscal year and the District utilized substitutes in combination with contracted services to maintain continuity of services.

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
Pope Valley Union Elementary	Kim Kern Superintendent/Principal	707-965-2402 kkern@pvk8.org

Goals and Actions

Goal

Goal #	Description
1	GOAL 1: Improve achievement for all students and accelerate student learning increases for EL and low-income students (LCFF Priorities 4, 7, & 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Schedules, lesson plans and walkthroughs: Updated metric (spring 2022): % of students having access to required areas of study as evidence by schedules, lesson plans, and class walkthroughs	100% students have access to required areas of study	100% students have access to required areas of study	100% students have access to required areas of study	100% students have access to required areas of study	100% students have access to required areas of study
Implementation of State Standards Updated metric (spring 2022): % of classroom observations (using	ELA (including ELD standards) and Math standards have been implemented. SS and NGSS standards have also been implemented.	ELA (including ELD standards) and Math standards have been implemented. SS and NGSS standards have also been implemented.	ELA (including ELD standards) and Math standards have been implemented. SS and NGSS standards have also been implemented.	ELA (including ELD standards) and Math standards have been implemented. SS and NGSS standards have also been implemented.	ELA/ELD and Math SS and NGSS standards will continue to be implemented.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
agreed upon observation tool) with instruction meeting grade level CCSS	New baseline TBD fall 2022.		100% of certificated staff used CCSS standards.	100% of certificated staff used CCSS standards.	Updated Outcomes (spring 2022): 100% of classroom observations (using agreed upon observation tool) with instruction meeting grade level CCSS
Sign in sheets will show that all teachers will receive necessary training for ELA/ELD adoption.	100% teachers receive necessary training for ELA/ELD adoption.	100% teachers receive necessary training for ELA adoption but not for ELD.	100% teachers receive necessary training for ELA/ELD adoption.	100% teachers received training for ELA/ELD adoption.	100% teachers receive necessary training for ELA/ELD adoption.
CAASPP ELA and Math proficiency scores Updated metric (spring 2022): % of students proficient or above on the CAASPP ELA and math summative assessments	2018-2019 Data for ELA: All = 31.26% proficient/advanced LI = 28.58% proficient/advanced EL = 12.5% proficient/advanced 2018-2019 Data for Math: All = 31.26% proficient/advanced LI = 28.58% proficient/advanced EL = 31.25% proficient/advanced Updated baseline data (spring of 2021):	2021-2022 Data for ELA CAASPP: All students = 11.76% proficient/advanced Hispanic = 11.54% proficient/advanced Low SED = 10% proficient/advanced ELs = 12.5% proficient/advanced Female = 6.67% proficient/advanced Male = 15.79% proficient/advanced Math CAASPP:	2023 ELA CAASPP scores: All = 15% proficient/advanced Hispanic = 12% proficient/advanced Low SED = 21% proficient/advanced ELs = 11% proficient/advanced Female = 24% proficient/advanced Male = 6% proficient/advanced 2023 Math CAASPP scores:	2023-2024 % proficient or advanced in ELA: All students = 24% Latino = 11% White = 5% ELs = 8% 2023-2024 % proficient or advanced in Math: All students = 22% Latino = 10% White = 8% ELs = 10%	Updated Outcomes (spring 2022): All student groups will progress by at least 2 percentage points over 2021 baseline data on the ELA and math summary assessments. Target ELA CAASPP scores: All students = 20.6% proficient/advanced Hispanic = 14.50% proficient/advanced Low SED = 13.76% proficient/advanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA CAASPP: All students = 18.6% proficient/advanced Hispanic = 12.50% proficient/advanced Low SED = 11.76% proficient/advanced ELs = 0% proficient/advanced Female = 21.43% proficient/advanced Male = 16.67% proficient/advanced</p> <p>Math CAASPP: All students = 28.13% proficient/advanced Hispanic = 25% proficient/advanced Low SED = 11.76% proficient/advanced ELs = 16.67% proficient/advanced Female = 35.71% proficient/advanced Male = 22.23% proficient/advanced</p>	<p>All students = 20.59% proficient/advanced Hispanic = 26.93% proficient/advanced Low SED = 20% proficient/advanced ELs = 25% proficient/advanced Female = 13.34% proficient/advanced Male = 30.77% proficient/advanced</p>	<p>All = 23% proficient/advanced Hispanic = 16% proficient/advanced Low SED = 25% proficient/advanced ELs = 16% proficient/advanced Female = 24% proficient/advanced Male = 22% proficient/advanced</p>		<p>ELs =2% proficient/advanced Female = 23.43% proficient/advanced Male = 18.67% proficient/advanced</p> <p>Target Math CAASPP scores: All students = 30.13% proficient/advanced Hispanic = 27% proficient/advanced Low SED = 13.76% proficient/advanced ELs = 18.67% proficient/advanced Female = 37.71% proficient/advanced Male = 24.23% proficient/advanced</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELPAC - Reclassification of EL students % of English Learners (enrolled for 4+ years) who were reclassified in the previous school year</p> <p>ELPAC - English Proficiency progress</p>	<p>ELPAC reclassification 19-20 was zero.</p> <p>2019 data for English Proficiency Progress: 6.67% = Level 4 (well developed) 46.67% = Level 3 (moderately developed) 26.67% = Level 2 (somewhat developed) 20% = Level 1 (beginning)</p> <p>2021 English Proficiency Progress: 4.2% = Level 4 (well developed) 50% = Level 3 (moderately developed) 33% = Level 2 (somewhat developed) 13% = Level 1 (beginning)</p>	<p>2022 ELPAC results:</p> <p>18% (3 students) were considered English proficient = Level 4 63% (10 students) were considered moderately developed in English = Level 3 18% (3 students) were considered Somewhat Developed = Level 2</p> <p>3 students (12%) were re-classified</p>	<p>2023 ELPAC results:</p> <p>In grades 3-8th: 16% (3 students) were considered English proficient = Level 4 37% (7 students) were considered moderately developed in English = Level 3 21% (4 students) were considered Somewhat Developed = Level 2 16% (3 students) were considered Beginning to Develop = Level 1</p> <p>***** *****</p> <p>32% of 3rd-8th graders made progress on the ELPAC</p> <p>3 (16%) students projected to be reclassified as English Proficient.</p>	<p>2023-2024 English language proficiency progress:</p> <p>40% = Level 4 (well developed) 38% = Level 3 (moderately developed) 18% = Level 2 (somewhat developed) 25% = Level 1 (beginning)</p> <p>21% of ELs decreased one or more ELPAC level 42% of ELs maintained current ELPAC level 37% of ELs progressed at least one ELPAC level 0% of ELs maintained ELPAC Level 4</p> <p>No EL students were reclassified in this school year.</p>	<p>75% of ELL will be re-designated by year 4.</p> <p>75% of ELs will make progress on ELPAC</p>
New Metric (spring 2022):	Baseline TBD fall 2022	Since this is a new metric, no data has	30 students served via the Learning Center throughout the year.	PVUESD is currently seeking a certificated special education	At least 80% of students will meet their individual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Track the number of students receiving support from the Learning Center. % of students meeting their individual learning goals per trimester		been collected on this to date	80% on target for meeting individual learning goals. 30 students served by instructional aides.	teacher. Eight students have IEPs - six of those still need SAI minutes weekly support. Seventy-five percent of students met their individual IEP goals in 2023-24.	learning goals each trimester.
ELPAC - Advance Proficiency Levels	100% of ELPAC administrators have been trained. 2019 data for Advanced English Proficiency: 6.67% = Level 4 2021 data for Advanced English Proficiency Progress: 4.2% = Level 4 (well developed)	100% of ELPAC administrators have been trained. 38% (6) students advanced at least one English proficiency level.	100% of ELPAC administrators have been trained. 30% (6 students) advanced at least one English proficiency level.	100% of ELPAC administrators have been trained. The 2024 ELPAC Summative testing resulted in 50% (7 students) advancing at least one English proficiency level.	100% of ELPAC administrators have been trained. 20% of EL students will score at the advanced proficiency level on ELPAC.
NWEA/MAP reading and math Updated metric (spring 2022): % of students progressing on MAP annually	Updated baseline data (Winter 2022): MAP Reading Growth All Students = 61% Hispanic = 59% ELs = 71% SPED = 29% Low SED = 76%	Spring 2022: MAP Reading Growth All Students=79% (47% met growth target) Hispanic=86% (50% met growth target)	Spring 2023: MAP Reading Growth All Students=82% (54% met growth target) Hispanic=73% (60% met growth target)	Spring 2024: MAP Reading Growth All Students = 39% Latino = 37% White = 60% Female = 46%	Updated outcomes (spring 2022): all students and student groups will make 100% progress on the Reading and Math MAP assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students meeting their growth targets	<p>White = 81%</p> <p>MAP Math Growth All Students = 69% Hispanic = 72% ELs = 58% SPED = 57% Low SED = 86% White = 75%</p>	<p>ELs=88% (64% met growth target) SPED = 80% (60% met growth target) Low SED= 92% (54% met growth target) White = 87% (40% met growth target)</p> <p>MAP Math Growth All Students=91% (53% met growth target) Hispanic = 92% (53% met growth target) ELs = 92% (48% met growth target) SPED = 83% (50% met growth target) Low SED = 84% (44% met growth target) White = 88% (47% met growth target)</p>	<p>ELs=79% (63% met growth target) SPED = 83% (67% met growth target) Low SED= 70% (57% met growth target) White = 85% (70% met growth target)</p> <p>MAP Math Growth All Students=84% (54% met growth target) Hispanic = 86% (50% met growth target) ELs = 63% (58% met growth target) SPED = 83% (83% met growth target) Low SED = 81% (52% met growth target) White = 87.5% (44% met growth target)</p>	<p>Male = 25%</p> <p>MAP Math Growth All Students = 50% Latino = 51% White = 37% Female = 42% Male = 68%</p>	<p>MAP Reading Growth Hispanic = 80% meeting growth target ELs=80% meeting growth target SPED = 80% meeting growth target Low SED= 80% meeting growth target White = 80% meeting growth target</p> <p>MAP Math Growth Hispanic = 80% meeting growth target ELs = 80% meeting growth target SPED = 80% meeting growth target Low SED = 80% meeting growth target White = 80% meeting growth target</p>
Since we are a K-8 district we do not use the EAP test or other college readiness tests, we do not offer AP courses nor do we offer A-G courses or career and technical sequences or programs.	N/A	N/A	N/A	N/A	N/A

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.

Due to unforeseen circumstances where a significant disruption to the learning environment and district structure, policies, and procedures related to a serious legal case occurred, PV's progress on planned goals and actions was slowed. Thus, a new MTSS system is still in the initial stages of being developed, and additional training will be provided in the summer of 2024. We were not able to find and hire a certificated Special Education teacher during the 2023-24 school year, and so the learning center model was not able to be implemented and the plan for that will need to be modified in the future due to significant SAI compensatory minutes that have accumulated as a result. The PV Leadership team has completed the FIA and SIT assessments to use for gap analysis and improvement plan development. PV made significant progress in developing an extended day program and implementing formative academic assessments and is continuing to develop systems for monitoring student progress on a regular basis to improve instruction and determine appropriate interventions. In addition, ELPAC & CAASPP training has been initiated and is ongoing.

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.

The relatively small material differences related to this goal stemmed from the Learning Center, Student Learning Goals, and ELD instruction actions being delayed in development and implementation.

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

Although there is no specific academic performance data available on the California Dashboard (including Local Indicators) for Pope Valley Elementary in 2021, the Dashboard does show considerable progress on annual summative testing from 2022 to 2023. In 2023, student performance increased 25.6 points in English Language Arts, and 18.8 points in Mathematics. Evaluating student progress on student learning increases for EL and low-income students using the California Dashboard is a challenge for an LEA of this size. Due to the LEA's small enrollment size there are no student group details available or specific equity reports in each subject area, however the English Learner Progress indicator showed an increase of 4.3%, with 58.8% of English Learners making progress on standards. Local indicators may be more helpful for evaluation of this goal and are in the initial stages of development and implementation. Local indicator results for NWEA MAP testing show a 17-point increase in the student mean for language arts from 2021 to 2023. The mathematics results for that same period indicate a 13-point increase. For NGSS Science standards, the mean increase was approximately three points from 2021-2023. The data indicate that although the actions were somewhat limited in a few areas, they were successful in producing the desired result of improving achievement for all students. Continued progress will be needed to ensure that student learning is also accelerated specifically for EL and low-income student groups as well.

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.

As a result of the analysis, review, and reflection activities related to interest-holder input and feedback, several changes will be made to the metrics and outcomes for the coming year. More specific, well-designed, and targeted metrics tied to the specific actions will be implemented so that the LEA can better collect, understand, and apply interest holder feedback on the progress of the actions in the plan for this goal. In addition, better policies, protocols, and practices are needed for monitoring and following up on academic and instructional issues and concerns - especially with respect to ensuring achievement and improved learning outcomes for EL and low-income students. A new MTSS and intervention/student support system is being implemented (in accordance with improved attendance and PBIS systems being developed and implemented) to address and improve student academic performance and mitigate concerns and ensure high-quality instruction. With respect to this goal, the district is making valuable strides and will continue to pursue, develop, and evolve these high-leverage actions.

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	GOAL 2: Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality certificated and classified staff (LCFF Priorities: 1 & 2).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implementation of CCSS Principal walkthroughs/observations Collaborative planning sessions</p> <p>Updated metric (spring 2022): % of classroom observations noting rigorous grade level CCSS aligned instruction in tier one</p> <p>% of classroom observations noting appropriate interventions provided for tier two or tier three supports</p>	100% of classrooms implemented CCSS	100% of classrooms implemented CCSS	<p>100% of classrooms implemented CCSS</p> <p>50% of classroom observations noting rigorous grade level CCSS aligned instruction in tier one</p> <p>50% of classroom observations noting appropriate interventions provided for tier two or tier three supports</p> <p>75% of classroom observations with the teacher providing clear feedback to students</p>	<p>100% of classrooms implemented CCSS</p> <p>Classroom observations and collaborative planning sessions are ongoing and under development.</p>	<p>100% of classrooms implemented CCSS</p> <p>Updated outcomes (2022): 100% of classroom observations noting rigorous grade level CCSS aligned instruction in tier one</p> <p>100% of classroom observations noting appropriate interventions provided for tier two or tier three supports</p> <p>100% of classroom observations with the teacher providing clear feedback to students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>% of classroom observations with the teacher providing clear feedback to students</p> <p>% of collaborative planning sessions where data was used to inform instruction and/or professional learning needs</p>			<p>75% of collaborative planning sessions where data was used to inform instruction and/or professional learning needs</p>		<p>75% of collaborative planning sessions where data was used to inform instruction and/or professional learning needs</p>
<p>Professional development courses. Updated metric (spring 2022):</p> <p>Provide PD on the following possible topics: High quality ELD Differentiated instruction Learning Acceleration Adult and student SEL Mental Health and Wellness Growth Mindset Diversity, Equity, and Inclusion - cultural identity, bias, and empathy</p>	<p>100% teachers participated in required professional development sessions.</p>	<p>100% teachers participated in required professional development sessions.</p>	<p>100% teachers participated in required professional development sessions.</p> <p>Adult and student SEL Mental Health and Wellness PBIS Math instruction Language Arts instruction</p> <p>100% of staff implemented practices from the PD.</p> <p>100% of staff report improved student learning aligned to</p>	<p>100% teachers participated in required professional development sessions.</p> <p>Adult and student SEL Mental Health and Wellness MTSS PBIS Science of Reading instruction Language Arts instruction</p> <p>100% of staff implemented practices from the PD.</p>	<p>100% teachers participated in required professional development sessions.</p> <p>Updated outcomes (spring 2022):</p> <p>100% of staff participating in 80% of PD opportunities 90% of staff implementing practices from the PD opportunities 90% of staff reporting improved student learning as a result</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>New data collection: % of staff participating in PD opportunities % of staff implementing practices from the PD opportunities % of staff reporting improved student learning as a result</p>			specific strategies implemented.	100% of staff report improved student learning aligned to specific strategies implemented.	
<p>Professional collaboration and team-teaching</p> <p>Updated metric (spring 2022): % of teachers collaborating weekly</p> <p>% of teachers collaboratively creating individual learning goals and performance targets for 100% of students each trimester</p> <p>% of staff with professional goals aligned to LCAP priorities</p>	100% teachers participated in collaboration meetings.	100% teachers participated in collaboration meetings.	<p>100% teachers participated in weekly collaboration meetings.</p> <p>100% of teachers collaboratively creating individual learning goals and performance targets for 100% of students each trimester</p> <p>100% of staff with professional goals aligned to LCAP priorities</p>	100% teachers participated in collaboration meetings.	<p>100% teachers participated in collaboration meetings.</p> <p>Updated outcome (spring 2022): 100% of teachers collaboratively creating individual learning goals and performance targets for 100% of students</p>

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.

PV made significant progress in improving instructional practices by developing and implementing professional development and a professional learning community. The district also focused on recruiting and retaining high quality certificated and classified staff. Although not able to find and hire a certificated Special Education teacher during the 2023-24 school year, the staff made significant strides in developing supports for high needs subgroups at the school. Professional development opportunities were provided for all staff in several academic, social emotional, and behavioral areas, including ELA/ELD, Math, History/Social Studies, and NGSS, MTSS, SEL, data literacy, and culturally responsive pedagogy. Classroom observations and collaborative planning sessions are ongoing and under development - 100% of classrooms implemented CCSS, and 100% teachers participated in required professional development sessions and collaboration meetings.

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.

The relatively small material differences related to this goal stemmed from the Learning Center, Student Learning Goals, and ELD instruction actions being delayed in development and implementation.

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

All outcomes for this goal were effectively met. Instructional practice through professional development and professional learning communities and recruiting and retaining high quality certificated and classified staff is occurring at the PV. Although there is no specific academic performance data available on the California Dashboard (including Local Indicators) for Pope Valley Elementary in 2021, the Dashboard does show considerable progress on annual summative testing from 2022 to 2023. In 2023, student performance increased 25.6 points in English Language Arts, and 18.8 points in Mathematics. Local indicator results for NWEA MAP testing show a 17-point increase in the student mean for language arts from 2021 to 2023, and the mathematics results for that same period indicate a 13-point increase. The data provide validation that PVUESD is heading in the right direction on this goal.

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

As a result of the analysis, review, and reflection activities related to interest-holder input and feedback, several changes will be made to the metrics and outcomes for the coming year. More specific, well-designed, and targeted metrics tied to the specific actions will be implemented so that the LEA can better collect, understand, and apply interest holder feedback on the progress of the actions in the plan for this goal. In

addition, better policies, protocols, and practices are needed for monitoring and following up on academic and instructional issues and concerns. A new MTSS and intervention/student support system is in development (in accordance with the improved attendance and PBIS systems being developed) to address and mitigate student academic performance and concerns about high-quality instruction. With respect to this goal, the district is making valuable strides, and will continue to pursue, develop, and evolve these high-leverage actions.

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	GOAL 3: Increase parent and community engagement, involvement, and satisfaction (LCFF Priority:3).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Local Parent Survey to measure family engagement, input on the academic program, and input on preferred communication methods:</p> <p>Updated metric (spring 2022): # of participation in the survey % who feel welcome to attend functions and events % of families who rate the instructional program strong Ideas for communication loops</p>	No parents participated in local survey the spring of 2021.	<p>As of mid May 2022 the following had completed the annual survey:</p> <p>11 families 6 staff members 3 community members 23 students</p>	<p>As of the beginning of June 2023 the following had completed the annual survey:</p> <p>4 families 5 staff members 2 community members 3 students</p>	<p>The following PVUESD community members completed the 2023-24 LCAP annual input survey:</p> <p>19 families 7 staff members 2 community members 38 students</p>	90% of parents will complete annual surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parental involvement in school activities and parent conferences.</p> <p>Updated metric (spring 2022): Number of parents/families attending school events.</p> <p>Number of parents/families attending student conferences.</p>	<p>Prior to the pandemic, 90-100% of families participated in school activities/events.</p>	<p>80% of families participated in fall math night and Cinco de Mayo events.</p>	<p>Approximately 80% of families participated in Winterfest, Springfest, and Cinco De Mayo events.</p> <p>12 Families participated in the PTO meetings.</p> <p>6 families participated in the SSC/DELAC meetings.</p> <p>80% of families attended the student conferences.</p>	<p>99% of families participated in Winterfest, Springfest, and Cinco De Mayo events</p> <p>In addition: 16 Families participated in the PTO meetings</p> <p>12 families participated in the SSC/DELAC meetings</p> <p>100% of families attended the student conferences</p>	<p>90-100% of parents will attend school activities.</p>
<p>Return rate of parent/family communication documents</p>	<p>0-20% return rate of non-office/registration paperwork (surveys, permission slips).</p>	<p>PVUESD did not track this metric in 2021-2022</p>	<p>PVUESD did not track this metric in 2021-2023.</p>	<p>PVUESD does not track this metric, but does track message completion data, usage, and engagement statistics on BrightArrow and LanguageLine.</p> <p>In this current school year, 6300 emails were delivered (in stakeholder's preferred language)</p>	<p>90-100% of return of all paperwork and other engagement tools.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				via BrightArrow from August 2023 to June 2024.	
<p>New metric (spring 2022): Parent participation on advisory groups/committees</p> <p>% of advisory committee members reporting that they have a voice in school decisions</p>	<p>New baseline (spring 2022): 0% parents serve on a PVUESD advisory committee</p> <p>Baseline data on parents reporting they have a voice in school decisions will be collected in fall 2022.</p>	<1% of parents served on a committee.	<p>6 parents serving on the School Site Council.</p> <p>12 parents are attending the PTO meetings.</p>	<p>School Site Council - an average of 3-6 parents attended from August 2023 to June 2024.</p> <p>PTO Meetings - an average of 9-12 parents and 3-5 staff members attended from August 2023 to June 2024.</p>	<p>Updated outcome (spring 2022):</p> <p>Parent participation on advisory committees will increase by 10%</p> <p>At least 50% of advisory committee members will report that they have an important voice in making decisions for the school</p>
<p>New metric (spring 2022)</p> <p>Track the number of texts sent to families.</p> <p>Track communications and responses on Next Door</p>	No baseline data. Will set baseline after one month of school in 2022-2023.	no data for year 1 outcomes	No longer tracking this data.	In the 2023-2024 school year, 5622 texts were delivered (in stakeholder's preferred language) via BrightArrow from August 2023 to June 2024.	Increase the amount of texts sent to parents by 5% above baseline data.

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.

PV made significant progress in increasing parent and community engagement, involvement, and satisfaction in the 2023-2024 school year. Aside from increases or enhancements, there were not many substantive differences in the planned actions and actual implementation of these actions, however with the entry of a new superintendent, a heightened attention and focus on parent and community engagement, involvement, and satisfaction resulted in improved outcomes and innovation in this goal area. Significant and ongoing updates and upgrades to the district website and newsletter structure and systems have been implemented, and translation/interpretation services were increased. Assemblies, celebrations, and team days have been fully implemented and will be continuously improved. The PV PTO held monthly community events. Several family education classes were held, however, a systemic approach to providing these is still in development and is a subject which will be explored further during PV's upcoming Community Schools grant need assessment process.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

All outcomes for this goal were met or surpassed. The specific actions were very effective in making progress towards the goal of increasing parent and community engagement, involvement, and satisfaction. The annual LCAP survey results indicated that 63% of parents agree (37% agree and 26% strongly agree) that PV encourages parental involvement and participation. Flexible scheduling and interpretation was provided for the student conferences, and all PV families attended - sixteen families were provided with interpretation services during their conferences. All but one family attended or participated in at least one of our family-centered Winterfest, Springfest, and Cinco De Mayo events – many families attended more than one event, and six families attended all events. There were 66 responses to the annual LCAP input survey: 19 parents/guardians, 7 staff members, 2 community members, and 38 students. In addition, more parents participated on school advisory groups/committees: 16 families participated in the PTO meetings (often with more than one family member) and 12 families participated in the SSC and DELAC meetings. The only aspect of this goal that will likely need to be changed because it was too general and not effective (or trackable actually) was the metric related to the return rate of parent/family communication documents. More specific and well-designed metrics tied to the specific actions will give better feedback on the progress of the actions in the plan for this goal and will be included in future LCAP iterations.

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.

As a result of the analysis, review, and reflection activities related to interest-holder input and feedback, several changes will be made to the metrics and outcomes for the coming year. More specific, well-designed, and targeted metrics tied to the specific actions will be implemented so that the LEA can better collect, understand, and apply interest holder feedback on the progress of the actions in the plan for this goal.

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

Goals and Actions

Goal

Goal #	Description
4	GOAL 4: Improve student engagement and climate outcomes, and allocated services to English Learner and Low-Income students (LCFF Priorities: 5 & 6).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (ALMA)	Unreliable during pandemic hybrid and excessive disasters.	All Students = 89.96% ELs = 94.07% SED = 91.67% SWD = 86.74%	All Students = 90% the last 30 days (85% for the year) ELs = 89% SED = 89% SWD = 86% White = 84%	All students = 88.61%	95% or better
Student suspension rates and expulsion rates will remain at or below <1% (ALMA)	Suspension remains <1% Expulsions = 0%	0%	0%	Suspension remains <1% Expulsions = 0%	Continued <1% suspension, 0% expulsion
Chronic absenteeism rate (% of students missing more than 10% of school) - ALMA	Chronic Absenteeism = Unreliable during pandemic hybrid and excessive disasters. Updated baseline for 2020-2021: All Students = 46.4% Hispanic Students = 35.1%	28 students were absent more than 10% of the school year. The chronic absenteeism rate for groups: All Students = 48%	On average, 24 students were absent more than 10% of the school year. The chronic absenteeism rate for groups: All Students = 44%	22 students were absent more than 10% of the school year.	<5% of students identified as chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White Students = 64.7% Low SED = 48.8% ELs = 18.2% SWDs = 50%	Hispanic Students = 33% White Students = 75% Low SED = 41% ELs = 14% SWDs = 43%	Hispanic Students = 29% White Students = 79% Low SED = 41% ELs = 13% SWDs = 67%		
Time-out	0 reported in 2021-2022	PVUESD is no longer using Time Out as a response to behaviors	PVUESD is no longer using Time Out as a response to behaviors	PVUESD is no longer using Time Out as a response to behaviors	<1 case per week of use of time-out
Character Traits	85% able to report school rules and Character Traits with 85% mastery.	50% of students report they know the Character Traits and 50% of students report they know the Traits a little bit.	The students who completed the survey report that students are trustworthy, show respect, are responsible, and show citizenship.	PV no longer uses the character traits program, however student surveys indicate that PBIS and MTSS initiatives are improving school climate.	95% able to report school rules and Character Traits with 95% mastery.
Character Counts! Traits Participating in class Feeling safe at school Updated metrics (spring 2022): LCAP student survey = % of students feeling safe at school % of students feeling connected to school % of students reporting they	83.3% of students report feeling safe at school. 100% report they participate in class to some degree.	56.5% of students completing the survey report feeling connected to school. 47.8% of students completing the survey feel excited to go to school. 59.1% of students completing the survey report they feel safe at school.	33% of students completing the survey report feeling safe at school. 67% report feeling connected or that they belong at school. 100% report they always participate in class.	The annual student LCAP input survey data show that 73% of students feel that Pope Valley School is a safe place to go to school. 78% report feeling that they "belong at school." 100% report they "participate in class to some degree."	100% of students report feeling safe at school. 100% report they participate in class to some degree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participate in class frequently		52.2% of students completing the survey report they always participate in class; 48% of students completing the survey report they participate "some" in class.	33% feel that they want to go to school in the morning.	51% feel that they "want to go to school in the morning."	
Middle school drop-out rates (ALMA)	Middle school drop-out rate = 0%	0%	0%	0%	Middle school drop-out rate = 0%
DataZone SEL survey	This is a new metric. No data is available. The baseline will be set after Fall 2022 initial administration.	PVUESD did not participate in the SEL survey in 2021-2022. We will participate in the fall of 2022 to set baseline data	PVUESD opted not to participate in the SEL survey this year.	PVUESD used different SEL surveys this year (Kelvin Pulses and CHKS)	Outcomes will be determined after Fall 2021 initial administration.
New Metric (spring 2022): Track the number of students receiving counseling services. % of students reporting that the counseling services has helped them	This is a new metric. No data is available. The baseline will be set after Fall 2022 initial administration.	17 students participated in counseling services.	29 students are participating in either 1-1 or group counseling services.	28 students participated in counseling services in the 2023-24 school year	New outcome (spring 2022): 90% of students report that the counseling services has helped them

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.

PV has made steady progress in improving student engagement and climate outcomes and is committed to increasing services and supports for English Learner and Low-Income students. Due to a significant disruption to the learning environment and district structure, policies, and procedures related to a serious school-related legal case, PV's progress on some of the MTSS and PBIS planned goals and actions was slowed. Thus, a new MTSS system is still in the initial stages of being developed, and additional training will be provided in the summer of 2024. The PV Leadership team did complete the FIA and SIT assessments in 2023-24 to use for gap analysis and improvement plan development. Attendance Works and Restorative Practices strategies, protocols, and techniques will be further implemented next year. PV staff continued training and development of the Positive Behavior Supports/SEL initiative. Based upon student staff and interest holder feedback, along with survey data, policies and procedures were developed for a progressive discipline system and a disciplinary and a prototype consequence behavior matrix was drafted for use, testing, and refinement in the 2024-25 school year. Significant improvements were made to the school website and the principal has been sending a newsletter weekly. With the addition of BrightArrow and LanguageLine, there has been a significant increase in school-home communications. There has also been a significant increase in school/home communications – including translation and interpretation services. In this current school year, 5622 texts and 6300 emails were delivered (in stakeholder's preferred language) via BrightArrow from August 2023 to June 2024. That said, PV is experiencing continued challenges with the ALMA Student Information System and may need to switch to Aeries or another system as part of our MTSS grant and continuous improvement work. Counseling services were provided throughout the 2023-24 school year. PV held a parent SEL night in September, and over fifty percent of students returned counseling permission slips, and 28 students participated in biweekly counseling services during the 2023-24 school year. Assemblies, field trips, and highly engaging interactive events were increased this year. Students went to two Nowak family concerts, Angel Island, Santa Cruz, Yosemite, and a variety of museums during 2024-25. Students also experienced many interactive assemblies and special events on campus, too, such as painting workshops from Jose Martinez (Napa College) and Symon Hayes with Eye-to-Eye (Special Education training on neurodivergent teaching techniques using art), a magic show, a Folklorico Dance celebration and workshop with Folklorico Quetzalen, and multiple career and resource days with NCOE and local Napa County First Responders, resource agencies, and local service providers and partners.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for this goal.

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

Most of the outcomes for this goal were met or surpassed. The specific actions were very effective in making progress towards the goal of improving student engagement and climate outcomes and is committed to increasing services and supports for English Learner and Low-Income students. Student surveys and metrics indicated a high degree of satisfaction, engagement, and interest in the actions and

improvements offered by this goal. Attendance was high on the special days and events. Unfortunately, chronic absenteeism is still a significant issue at PV, and there will be some additional changes and measures suggested to the actions and metrics in the coming year in order to better address this goal.

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

As a result of the analysis, review, and reflection activities related to interest-holder input and feedback, several changes will be made to the metrics and outcomes for the coming year. More specific, well-designed, and targeted metrics tied to the specific actions will be implemented so that the LEA can better collect, understand, and apply interest holder feedback on the progress of the actions in the plan for this goal. In addition, better policies, protocols, and practices are needed for monitoring and following up on attendance issues and concerns. A new SART/SARB system must be developed (in accordance with the MTSS/PBIS systems being developed) to address and mitigate chronic absenteeism concerns.

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

Goals and Actions

Goal

Goal #	Description
5	GOAL 5: Provide basic services to all students, including facilities, access to materials, and technology (LCFF Priority 1).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams' certification: access to standards aligned materials Updated metric (spring 2022): % of students who have access to standards aligned instructional materials including ELD standards, and that are reflective of our student population	100% of students had access to standards aligned materials including ELD standards.	100% of students had access to standards aligned materials including ELD standards.	100% of students had access to standards aligned materials including ELD standards.	100% of students had access to standards aligned materials including ELD standards and materials.	100% of students had access to standards aligned materials including ELD standards. Updated Outcome (spring 2022): 100% of students have access to standards aligned instructional materials including ELD standards, and that are reflective of our student population
Teacher assignment (CALPADS)	100% of teachers appropriately assigned and fully credentialed.	100% of teachers appropriately assigned and fully credentialed.	100% of teachers appropriately assigned and fully credentialed.	75% of teachers were appropriately assigned and fully credentialed.	100% of teachers appropriately assigned and fully credentialed.
English Learner misassignment/identification	0% of ELs were misidentified	0% of ELs were misidentified	0% of ELs were misidentified	0% of ELs were misidentified	0% of ELs were misidentified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>New metric (spring 2022):</p> <p>Technology and Internet Access</p> <p>% of students with access to a device and internet outside of school hours</p>	100% of students have access to Chromebooks and internet at school.	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	<p>New Outcome (spring 2022):</p> <p>100% of students have access to a device and internet outside of school hours</p>
FIT Rating	Facilities are in Good Condition	Facilities are in Good Condition	Facilities are in Good Condition	Facilities are in Good Condition	Facilities will be in Excellent condition
<p>New Metric (spring 2022):</p> <p>Track the number of students directly served by the paraprofessionals/aides.</p> <p>% of students making progress on their learning goals per trimester.</p>	This is a new metric and new baseline data will be collected in the fall of 2022.	<p>Spring 2022:</p> <p>MAP Reading Growth All Students = 47% met growth target Hispanic = 50% met growth target ELs = 64% met growth target SPED = 60% met growth target Low SED = 54% met growth target White = 40% met growth target</p> <p>MAP Math Growth All Students = 53% met growth target Hispanic = 53% met growth target</p>	<p>30 students served by paraprofessionals.</p> <p>Spring 2023:</p> <p>MAP Reading Growth All Students = 54% met growth target Hispanic = 60% met growth target ELs = 63% met growth target SPED = 67% met growth target Low SED = 57% met growth target White = 70% met growth target</p> <p>MAP Math Growth</p>	<p>This initiative is not applicable as PV was unable to hire a special education teacher in 2023-24. Despite this challenge, 100% of students with IEPs made progress on their goals in 2023-24.</p>	<p>New Outcome (2022):</p> <p>At least 80% of students will make progress on their learning goals per trimester.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ELs = 48% met growth target SPED = 50% met growth target Low SED = 44% met growth target White = 47% met growth target	All Students = 54% met growth target Hispanic = 50% met growth target ELs = 58% met growth target SPED = 83% met growth target Low SED = 52% met growth target White = 44% met growth target		

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.

PV has made adequate progress on providing basic services to all students, including facilities, access to materials, and technology. This goal's staffing has been maintained as per the updated description; however, PV still needs to contract with a certificated special education teacher. We were not able to find and hire a certificated Special Education teacher during the 2023-24 school year, and so the learning center model was not implemented and will need to be modified for the coming school year. In the 2024-25 school year, PV continued to implement a curriculum with CCSS-aligned materials for ELA/ELD, math, science, and history/social studies, and ensured that all materials, technology, and other supplies adequately meet the needs of staff and students. Chromebooks were upgraded or replaced as needed. PV is currently meeting all transportation and meals goals; however, another part-time certified bus driver is still needed to ensure continuity with transportation services. Paraprofessionals and/or aides consistently supplement instruction for those students needing additional support, prioritizing English learners and pupils who are individuals with exceptional needs or learning differences.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for this goal.

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

Aside from the chronic absenteeism, time out, and Character Counts goals (of which time out and Character Counts are not up-to-date actions for this goal), most of the outcomes were met for this goal. Chronic absenteeism is not an isolated issue that can be addressed in the same way a facilities or curricular issue. Attendance is a complex, systemic issue that will be more closely (and appropriately) analyzed as PV's MTSS, professional development, and Community School initiatives progress. Although PV's chronic absenteeism has not improved much in the last three years, that does not (in this case) reflect the reliability, validity, or efficacy of the high leverage actions selected, rather the lack of progress seems to be exacerbated by a combination of the challenges and timeline associated with infrastructure change and reform plus the selected actions not having been yet fully implemented. The Character Counts actions also do not seem to have had a positive impact and must be changed for actions which are more in line with an integrated MTSS and PBIS SEL approach and methodology.

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.

As a result of the analysis, review, and reflection activities related to interest-holder input and feedback, several changes will be made to the actions, metrics, and outcomes for this goal in the coming year. More specific, well-designed, and targeted metrics tied to the specific actions will be implemented so that the LEA can better collect, understand, and apply interest holder feedback on the progress of the actions in the plan for this goal. In addition, better policies, protocols, and practices (as well as integrated technology solutions) are needed for monitoring and following up on mitigating absenteeism and other issues affecting student access to basic needs and services.

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
Pope Valley Union Elementary	Kim Kern Superintendent/Principal	707-965-2402 kkern@pvk8.org

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.

Pope Valley Union Elementary District School (PVUESD) is a small, rural, single-school district in northern Napa County, California, that averages 50-60 students in grades TK-8. Approximately 66% of the student population is Hispanic and 31% are White. Currently, close to 78% of our students qualify for free and reduced priced meals, approximately 36% are English learners, and close to 13% qualify for special education services, while 0% are FY. The annual budget is comprised of funds, almost entirely, from local property taxes, making the school a "Basic Aid" or "Locally Funded" district. Our mission is to foster lifelong learning and respect for all. As a small school, we have a shared responsibility for all of our students and our students receive individualized attention. Our high teacher-to-student ratio staffed by highly-qualified teachers and instructional aides allows us to prioritize and focus on meeting each student’s individual needs. Students needing extra assistance receive tutoring and targeted support with reading comprehension and fluency, math computation, literacy, and numeracy.

The staff at PVUESD are humbled and honored to work for such an energetic and dynamic community. Together the students, parents, staff, and community are a caring and connected community of learners. The Pope Valley Elementary School community includes people of many backgrounds, education levels, and abilities who are all assets to our educational programs. We recognize and celebrate cultural differences, and inclusion and acceptance of others is fundamental to PVUESD's mission. We work to nurture these values in students through Positive Behavior Interventions and Support (PBIS), Social-Emotional Learning (SEL) strategies, family and community engagement, and additional educational programs. PVUESD is committed to providing personalized attention and support for all students, and will continue to expand and improve services for EL students, low-income students (SED), and students with disabilities (SWD). Pope Valley will target activities and specifically improve outcomes for our EL, SED, and SWD students by improving our MTSS, PBIS, attendance, intervention, and instructional services, as well as by providing culturally-responsive teaching and learning materials.

Reflections: Annual Performance

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

The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA), Mathematics, and English language development (ELD). For example, in 2023-2024:

24% of all students in grades 3–8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 8% of EL students met or exceeded standard.

22% of all students in grades 3–8 met or exceeded standard in Mathematics on the Smarter Balanced assessments. However, only 10% of EL students met or exceeded standard.

37% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level. However, 63% of ELs stayed at the same level or decreased by one or more ELPAC levels.

This need is echoed in local benchmark assessments and instructional supports described in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for:

- Ongoing instructional support for ELA, Mathematics, and ELD
- Increased collaboration time for teachers
- Assistance to low-income and English learner families in understanding ways in which they can better support their student(s) at home
- Expanded learning opportunities for students who are low-income, designated as homeless or foster youth, and/or English learners
- Access to culturally-responsive and developmentally-appropriate reading materials for low-income students to be used at home

The district plans to improve ELA and Math performance, and English learner proficiency through actions that support and improve student learning directly and indirectly. PV will be targeting actions and services to help reduce chronic absenteeism for all students, including Hispanic and SED student groups as they had red performance levels on the 23-24 Dashboard. Pope Valley will be targeting strategic supports and activities to assist our SED, SWD, and ELL students in improving academic performance, accessing wellness services, and closing opportunity gaps. PVUESD will continue to expand and improve services for EL students, low-income students (SED), and students with disabilities (SWD). Pope Valley will target activities and specifically improve outcomes for our EL, SED, and SWD students by implementing, iterating, and improving an MTSS/PBIS system; increasing attendance, intervention, and instructional services; and by providing a culturally-responsive learning environment, teaching, and learning materials.

Reflections: Technical Assistance

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

Not applicable

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Site Leadership Team and faculty and staff (which includes the classified and credentialed bargaining units)	Met throughout the year weekly (informally) and monthly (formally). Staff provided LCAP input on the annual LCAP survey, through Kelvin survey pulses, and at various listening sessions and LCAP feedback and input forums.
DELAC - District English Learner Advisory Committee / ELAC - English Learner Advisory Committee	English Learner Advisory Committee (ELAC) - California schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC) on programs and services for English Learners. The purpose of the ELAC is to advise the principal and school staff on programs and services for ELs and the School Site Council on the development of the Single School Plan for Student Achievement. The ELAC also assists the school in the school's needs assessment and the school's annual language census. PVUESD is a single school district, and so our ELAC is also a DELAC (District English Learner Advisory Committee). The ELAC meets a minimum of four times per year (not including training). At every meeting LCAP goals are reviewed and parent input is taken.
PTO and Site Council groups	Monthly meetings - Families, committee, and community members provided LCAP input during meetings and focus groups, on the annual LCAP survey, and at various listening sessions and LCAP feedback and input forums (including EL and Special education parents).

Educational Partner(s)	Process for Engagement
Student Leadership focus groups	Student were offered leadership opportunities to provide input during the 2023-24 school year - once each for 7/8th grades and 5/6th grades
Students (4-8)	The PVUESD Annual LCAP survey was administered to students this spring. Kelvin (survey-style) pulses were also offered to students in grades 4-8 in the fall (December 2023) and spring (April 2024). Students also participated in using the Along communication and connection system - this is a safe way for educators to focus on young people's social, emotional, academic and physical well-being. Students in grades 6-8 also participated in the California Healthy Kids Survey in May of this year.
Community - Administrator communications and outreach via listening sessions, focus groups, parent meetings, surveys, educational events, etc.	The Administrator Communications and Outreach team hosted or supported 17 educational and school-based events for parents/caregivers during the 2023-24 school year. Many of the events were co-sponsored by the PVUESD PTO. There were a mix of in-person, virtual, and combined in-person/virtual options. In the 2023-24 school year, close to 275 people have attended our events.
Principal presentations	Presented Mid Year LCAP report and provided feedback opportunities on goals, metrics and actions for 2024 LCAP at Board and other stakeholder meetings and events in the winter of 2023-24.
Community schools grant design team	A multidisciplinary team including six NCOE departments, two PV parents, three PV leadership team members, 6-10 community organizations and First Responder groups, and several non-profits and support organizations began meeting and working on our school's community school strategic planning in February - more than a dozen meetings and over 16 hours of collaborative planning this spring.

Educational Partner(s)	Process for Engagement
Napa County Office of Education - coaches, professional development, other support providers	NCOE has provided coaching professional development and technical assistance during the entire 2023-24 school year - a multidisciplinary team including at least fifteen staff from at ten NCOE departments has contributed to and provided input on plans for PV's MTSS, PBIS, SEL, technology, community school planning and connections, ELA, ELD, and mathematics instruction, and using data and assessments to inform instruction - most participated in monthly ongoing meetings.
Board and Community meetings	In addition to monthly Board meetings with frequent LCAP and budget updates (every Board meeting offers opportunities for public comment and input), the Board held a midyear LCAP review session and a budget workshop in June.
SELPA consultation	In addition to four consultation meetings per year, PVUESD administration worked closely to gather input and develop solutions with special education parents and guardians in four meetings during the fall and at SELPA's CAC family advisory meetings.

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

Much information was collected from our educational partners from the School Site Council/DELAC meetings and annual survey and have been considered in our decision making processes for continued and future goal and priority setting. From anecdotal, direct input, and survey information gathered from our educational partners the following are still priorities for the school: Staff training and providing students with social-emotional learning and supports; prioritizing mental health and counseling supports; providing high-quality literacy and numeracy instruction; increasing instruction, support, and intervention for EL, LI, and Special Education students; and offering engaging academic opportunities and experiences in English Language Arts, Science, Technology, Engineering, Math, and Arts (STEAM). Additionally, staff, parents, and students have expressed the desire to improve and expand the extended learning opportunities program before and after school.

Based on the analysis of educational partner input and local data, the Pope Valley Union Elementary School District (PVUESD) is deeply embedded in and connected to its community. The district is committed to engaging educational partners at a deep level. Feedback from

educational partners was received through various channels, including surveys, the Site Council (SSC), the Parent Teacher Organization (PTO), and at District English Learner Advisory Council (DELAC) meetings, focus groups, staff meetings, and surveys. Parent participation increased 64% in PTO, SSC, and DELAC meetings this year. Participation in parent teacher conferences increased to 100% in this school year – up from 80% in the 2022-23 school year.

Many educational partners also engaged with PVUESD's annual LCAP surveys. Overall, four times as many stakeholders participated in this year's survey, and parent participation in particular increased fivefold. This year's LCAP stakeholder survey found that 63% of parents agree or strongly agree that Pope Valley School encourages parental involvement and participation. Over 68% of parents participating in the survey also said that they believe their students feel safe and welcome at Pope Valley Elementary School. PVUESD has implemented specific strategies to foster successful school and family connections, with a focus on reducing barriers to greater parental participation. Significant attention is given to parents who are economically disadvantaged, disabled, have limited English proficiency, are migratory, have limited literacy, or belong to any racial or ethnic minority background. To support parents with limited English proficiency, PVUESD provides professional and confidential translation and interpretation services for online information, newsletters, and meetings at school. Additionally, PVUESD has increased services for students and their families including social-emotional support, counseling, transportation, and clothing assistance. A significant LCAP focus area identified will be services provided for English Learners. As a result, PVUESD will also expand professional development for staff to ensure proper support is provided to all English Learners. By addressing these diverse needs, PVUESD aims to create a more inclusive and supportive educational environment for all students and their families.

Based on the feedback provided by our educational partners, PVUESD also needs to continue to engage with our educational partners to utilize an assessment for learning approach. On campus, as part of our MTSS initiative, PVUESD is intentional about ensuring that we use assessments to drive differentiation and instruction. We will utilize our Tier 1 assessments to guide unit and lesson planning. In addition, we will utilize collaborative planning to analyze student assessment data for instructional improvement and to develop reteaching strategies to ensure that all students are working towards mastery of standards. We will respond to the student data that we are gathering from our Tier 1 standards-based assessments and closely monitor student progress towards mastery. We will also continue to evolve our master schedule to include protected time for literacy and mathematics instruction. Teachers and staff will communicate frequently and connect directly with parents about their child's learning outcomes.

During the past school year, PVUESD used several tools to track progress in school climate for purposes of continuous improvement, and to be able to identify needs and implement changes to address local needs. Student discipline data was also used to identify school climate trends and concerns. Understanding student concerns and elevating student voices is an important priority at PVUESD. This year, PVUESD began a CalHOPE SEL initiative and piloted new SEL communication tools called Kelvin and Along, administered the California Healthy Kids survey (CHKS), held several student leadership focus groups, and administered the annual LCAP survey with students. During the 2023-24 school year, Kelvin pulses were administered to our grade 4-8 students in the fall (December 2023) and spring (April 2024). Students' overall perceptions of the school climate increased 3% from fall to spring. Students also reported a favorable (88%) culturally/linguistically responsive environment, and favorable (87%) resources for coping available at the school. The Kelvin surveys also showed high (87%) feelings of safety and connection with the school. Eighty seven percent (87%) of students agreed or strongly agreed with the statement, "This school is a safe and welcoming place for people of all backgrounds and cultures." PVUESD students in grades 6-8 also participated in the California Healthy Kids Survey in May of this year. The California Healthy Kids Survey (CHKS) is offered every other year and can be used to increase engagement with learning and reduce barriers to student social-emotional and physical health (which may be affecting school attendance). Sixty-two percent (62%) of students who participated in the CHKS survey reported that they feel a "high value of school" and

67% agreed or strongly agreed with the statement “I feel safe in my school.” The students who participated in the CHKS survey also responded to the question of whether or not their “Parents feel welcome to participate at this school” - 62% agreed and 23% strongly agreed with this statement (zero disagreed or strongly disagreed). When asked about reasons for absences, 38% said that they do not miss any school, 46% said that they miss school for reasons of illness, and 15% reported that they are absent because they “didn’t get enough sleep.” Sixty-nine percent of students reported high (69%) percentages of “school connectedness” and seventy-four (74%) percent reported high school “promotion of parental involvement in school.”

With respect to PVUESD’s annual LCAP survey, overall, four times as many stakeholders participated in this year’s survey, and student participation increased more than tenfold. Given in February – March 2024, this year’s LCAP stakeholder survey found that over 73% of students participating in the survey said that they believe that “Pope Valley is a safe place to go to school.” Fifty-four percent (54%) agreed or strongly agreed with the statement “I feel like I belong at Pope Valley School,” and fifty percent (50%) agreed or strongly agreed with the statement “I want to go to school each morning.” The three things that students felt were the most important things the school needs to do going forward are increase field trips, start a sports program, and improve school meals.

These suggestions influenced the LCAP actions and services. Thus, student input indicated that although students are experiencing the positive effects of our new SEL programs, we have more to do with respect to supporting students with feeling included, connected, and belonging at school. The CHKS survey indicated a need to investigate bully prevention tools and ways to increase or improve feelings of connection and belonging on campus. The analysis of feedback data revealed key insights into the critical role of social and emotional factors in students' overall success. It indicated a strong correlation between academic performance and social-emotional skills, highlighting the importance of nurturing these skills for improved student outcomes. For example, the Kelvin Heat Map indicated a specific need to address and improve access to leadership opportunities for female students. Research consistently shows that students with strong social-emotional skills exhibit greater resilience and adaptability. These are essential traits for navigating life's challenges, and so PVUESD's approach in prioritizing social-emotional well-being aligns with broader evidence-based educational initiatives promoting inclusion and celebrating diversity, and fostering empathy, understanding, and respect for others. Input from various stakeholders, including parents, teachers, students, and community members, underscored the need for a collaborative approach to addressing these needs within the school community. By making social-emotional well-being a central focus of the LCAP, PVUESD is taking proactive steps to ensure students receive comprehensive support, recognizing that nurturing emotional intelligence alongside academic abilities is essential for long-term growth and fulfillment. This emphasis aims to create a more supportive learning environment where students can thrive academically, emotionally, and socially, contributing to their overall well-being and success.

Based on the analysis of educational partner input and local data, there is consensus that while there are multiple avenues for educational partners to provide input for decision-making, there is a need for input from a more representative sample of underrepresented families. In response, PVUESD is making a concerted effort to elevate student voices through various initiatives, including implementing a student leadership program and more opportunities for student led conferences and academic exhibitions. Additionally, PVUESD is working to engage underrepresented families through targeted outreach, community events, and inclusion efforts to ensure a more diverse range of perspectives are considered in the decision-making process. In addition, recent educational partner input shows families have a desire to have more in depth knowledge of our academic program, local assessments, curriculum and instructional strategies utilized to improve and accelerate student learning. PVUESD needs to hold family learning events related to these topics and the local improvement cycles used to ensure all students are making academic growth and progress.

PVUESD will continue to offer surveys and other opportunities for parents to provide feedback both in person and online. Parents have expressed positive feedback on having both options available. We will also seek feedback from our families during and after events families attend. After thorough examination of feedback from educational partners and local data, PVUESD will focus on actively seeking input from all families regarding decisions related to strategic planning and decision-making. For example, we may ask for input providing recommendations for culturally responsive materials and activities, staff diversification, facilitating forums to address equity concerns, and extending access to SEL and wellness resources, as well as gathering insights directly from underrepresented families. PVUESD will continue to provide professional and confidential translation and interpretation for all communications and documents to make information more accessible to our multilingual families, and PVUESD will continue to develop strategies to improve engagement of underrepresented families, including personal invitations to participate, adjusting meeting times and locations, and utilizing virtual options if needed. These multifaceted initiatives are designed to not only foster a more inclusive educational environment but also to ensure that the voices of all stakeholders are heard and valued in decision-making and shaping the future of the district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GOAL 1: All students will demonstrate growth towards meeting or exceeding academic standards and English learners (ELs) will demonstrate progress in developing English language proficiency (LCFF Priorities 4, 7, & 8)	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA), Mathematics, and English language development (ELD). For example, in 2023-2024:</p> <p>24% of all students in grades 3–8 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 8% of EL students met or exceeded standard.</p> <p>22% of all students in grades 3–8 met or exceeded standard in Mathematics on the Smarter Balanced assessments. However, only 10% of EL students met or exceeded standard.</p> <p>37% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level. However, 63% of ELs stayed at the same level or decreased by one or more ELPAC levels.</p> <p>This need is echoed in local benchmark assessments and instructional supports described in the Measuring and Reporting Results section below. During the LCAP development process, educational partners identified the need for:</p> <ul style="list-style-type: none">• Ongoing instructional support for ELA, Mathematics, and ELD• Increased collaboration time for teachers• Assistance to low-income and English learner families in understanding ways in which they can better support their student(s) at home• Expanded learning opportunities for students who are low-income, designated as homeless or foster youth, and/or English learners• Access to reading materials for low-income students to be used at home <p>The district plans to improve ELA and Math performance, and English learner proficiency through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.</p>
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Note:

The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income (LI) students are referred to as Socioeconomically Disadvantaged (SED) students within the Dashboard. Unless otherwise noted, baseline data is from the 2023–24 School Year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students having access to required areas of study Data Source: Schedules, lesson plans, and class walkthroughs	100% students have access to required areas of study			100% of students have access to required areas of study	
1.2	Development and use of teacher data team protocols to monitor annual student progress on learning goals and growth targets Data Source: Data Team records, Educator Feedback Forms	% of students meeting annual learning goals/individual growth targets % of teachers who participated in data teams and rated them as having a positive impact on student progress monitoring and achievement Baseline TBD fall 2024			100% of students met annual learning goals/individual growth targets 100% of teachers participated in data teams and rated them as having a positive impact on student progress monitoring and achievement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	<p>Percent of teachers who participate in ELA/ELD professional development and rate the training as having a positive impact on instructional practice</p> <p>Data Source: Professional Development Feedback Forms</p>	100% of teachers who participated in ELA/ELD professional development and rated the trainings as having a positive impact on their instructional practice			100% of teachers participated in ELA/ELD professional development and rated the trainings as having a positive impact on their instructional practice	
1.4	<p>CAASPP ELA and Math proficiency scores</p> <p>Percent of students in grades 3–8 who meet or exceed standards in ELA and Mathematics</p> <p>Data Source: California Assessment of Student Performance and Progress (CAASPP)</p>	<p>2023-2024 % proficient or advanced in ELA: All students = 24% Latino = 11% White = 5% ELs = 8%</p> <p>2023-2024 % proficient or advanced in Math: All students = 22% Latino = 10% White = 8% ELs = 10%</p>			<p>2026-2027 % proficient or advanced in ELA: All students > 35% Latino > 30% White > 30% ELs > 30%</p> <p>2026-2027 % proficient or advanced in Math: All students > 35% Latino > 30% White > 30% ELs > 30%</p>	
1.5	Percent of EL students making progress toward English language proficiency	<p>2023-2024 English language proficiency progress:</p> <p>40% = Level 4 (well developed)</p>			2026-2027 English language proficiency progress:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Percent of EL students demonstrating growth on the local English proficiency assessment</p> <p>Data Source: English Learner Progress Indicator (ELPI), Data Quest, Dashboard, Local data on EL proficiency</p>	<p>38% = Level 3 (moderately developed) 18% = Level 2 (somewhat developed) 25% = Level 1 (beginning)</p> <p>21% of ELs decreased one or more ELPAC level 42% of ELs maintained current ELPAC level 37% of ELs progressed at least one ELPAC level 0% of ELs maintained ELPAC Level 4</p> <p>% of EL students demonstrated growth on the local English proficiency assessment - baseline data will be available Fall 2024</p>			<p>>30% of ELs will maintain current ELPAC level >50% of ELs will progress at least one ELPAC level</p> <p>100% of EL students will demonstrate growth on the local English proficiency assessment</p>	
1.6	<p>Percent of students who score proficient on the local writing assessment</p> <p>Data Source: Local Benchmark Assessment in Writing</p>	<p>% of students who score proficient on the local writing assessment</p> <p>Baseline TBD fall 2024</p>			2026-2027 - 100% of students scored proficient on the local writing assessment	
1.7	Percent of EL students who are reclassified	2023-2024:			2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>ELPAC - Advance Proficiency Levels</p> <p>Data Source: Data Quest, Dashboard</p>	<p>100% of ELPAC administrators completed training</p> <p>0% EL students reclassified</p> <p>40% students classified as Level 4 (well-developed on ELPAC)</p>			<p>100% of ELPAC administrators completed training</p> <p>>10% EL students reclassified</p> <p>>50% students classified as Level 4 (well-developed on ELPAC)</p>	
1.8	<p>Percent of students meeting targets for making individual growth and progress on ELA and Math local formative assessment(s)</p> <p>Data Source: Formative ELA and Math Assessments (NWEA/MAP and PAF)</p>	<p>Spring 2024:</p> <p>MAP Reading Growth All Students = 39% Latino = 37% White = 60% Female = 46% Male = 25%</p> <p>MAP Math Growth All Students = 50% Latino = 51% White = 37% Female = 42% Male = 68%</p> <p>PAF targets TBD Fall 2024 (% on grade level reading targets)</p>			<p>2026-2027 MAP Reading Growth All Students > 54% Latino > 52% White > 75% Female > 61% Male > 40%</p> <p>2026-2027 MAP Math Growth All Students > 60% Latino > 61% White > 47% Female > 52% Male > 78%</p> <p>2026-2027 - 100% students are on grade level reading targets by 3rd grade</p>	
1.9						

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

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	MTSS/Learning Center	Embrace a multi-tiered system of support (MTSS) to accelerate academic and social emotional learning (SEL) for all students. SEL, NWEA MAP Growth, and curriculum-embedded formative assessments will be used to determine whether students need tier 2 and tier 3 supports in addition to high quality instruction and support in tier 1. A "Learning Center" model and the master schedule will be structures that will provide tier two and tier three supports for unduplicated students (EL, Low SED, FY), or any other student, needing academic acceleration, especially in language arts and math. The learning center will operate 5 days a week to serve students,	\$55,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
		including unduplicated students and those students with exceptional needs.		
1.2	Student Learning Goals	The classroom teachers will collaboratively create individual learning goals for unduplicated students and any other student in need of extra academic support. Student progress and individual academic growth data will be monitored on a regular basis to determine appropriate interventions. The funds will be used for tracking student progress data.	\$100.00	Yes
1.3	Extended Day Programs	PVUESD will offer an extended day program during the school year and summer break that will be principally directed to our unduplicated students (EL, Low SED, FY) but open to any student wanting to attend. Students will have opportunities to engage in enrichment activities, STEAM projects, sports, and field trips.	\$61,852.00	No
1.4	Interim Assessments	Continue to use K-8 Reading and Math assessment (MAP) to measure literacy, numeracy, and science progress and to align instruction to students' needs. Also continue use of a K-1 Reading Assessment to measure early literacy/foundational reading skills. Data from formative and interim assessments will be analyzed by teaching staff and leadership throughout the school year. The results will be used to determine quality tier 1 instruction and to develop targeted interventions and acceleration for tier 2 and tier 3 academic student support. Funds will be used for the subscription to NWEA/MAP. Other assessments such as the CAASPP interim assessments may also be incorporated in the assessment for learning plan.	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Supplemental Intervention Tools	Use of supplemental intervention online programs (IXL, ABC Mouse, Accelerated Reader, Mosaic, or similar). Funds will be used for subscriptions to supplemental materials for intervention and learning acceleration, especially for our unduplicated students.	\$3,500.00	Yes
1.6	ELPAC & CAASPP training	Send appropriate staff to ELPAC, CAASPP, and adopted curriculum training. Funds are set aside so appropriate staff can attend trainings on state testing, assessment platforms, reporting assessment results, and updated curriculum learning opportunities.	\$4,000.00	No
1.7	Technical Assistance for ELD instruction	Napa COE program managers will provide technical assistance, training, and coaching support to Pope Valley teachers in designated and integrated ELD instruction. No funding is needed for this service. This service is considered a qualitatively improved service for English Learners. The methodology to determine the percentage of this improved service is to divide the daily rate (salary and benefits) of the program manager for 11 service days by the LCFF base. The percentage of services equates to roughly 2%. NCOE program manager(s) may also support PVUESD in adjusting the school schedule and/or instruction to include time for daily, leveled, designated ELD instruction and/or enrichment.	\$0.00	Yes
1.8	Small Class Sizes	PVUESD commits to offering small classes with varied instructional modalities and pedagogies for more individualized support for students, especially for unduplicated students. Class sizes range from 10-16. Use of these funds are for 4.0 FTE certificated staff (salaries/benefits) for a 184 day contract.	\$509,139.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GOAL 2: Improve instructional practice through professional development and professional learning communities at schools and by recruiting and retaining high quality certificated and classified staff (LCFF Priorities: 1 & 2).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This goal has been developed as a result of stakeholder input and engagement to ensure all students in the Pope Valley Union Elementary School District have access to standards-aligned core and supplemental instructional materials and technology by recruiting, training, and retaining highly qualified teachers/service providers to foster students' academic and social emotional growth and development.</p> <p>The actions in this goal address the following state priorities: Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 8 - Other Pupil Outcomes</p> <p>The District has several procedures in place to increase communication and collaboration which support the alignment of local, state and federal funds. PVUESD's leadership team collaborates to create a clear and focused theory of action which is embedded in a multi-tiered system of support. use data and assessments to drive change for increased outcomes for students. Regular weekly and monthly meetings are scheduled with and between teachers, specialists, and the district/site administrator to support ongoing communication and collaboration to continue to engage in and refine this work. Actions for all students are funded by state base funds. Actions principally targeted to low-income, English learners and foster youth are funded with LCFF Supplemental funding, and actions to further supplement those for low-income students are funded by Title I. Additional professional learning to support Additional Targeted Support and Improvement is funded by Title II. The District's LCAP goals are aligned to the eight State Priorities and focus on teaching and learning, parent and community engagement, and facilities and learning environments. Our base funding is focused on core actions for all students, and LCFF Supplemental funding is focused on targeted support for students who are English learners, low-income, and foster youth.</p> <p>The combined actions included in this goal are centered on providing the basic foundation for students as they access the learning environment provided by the PVUESD and its dedicated and professional staff. This goal also responds to root causes and issues identified</p>
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with our identification and services of and for Students with Disabilities. A well-trained and professional workforce are foundational to a healthy and productive learning environment. The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of staff provided and utilizing Professional Development opportunities in ELA/ELD, Math, History/Social Studies, and NGSS; SEL, data literacy, and culturally responsive pedagogy Data Source: Schedules, Staff meeting agendas and notes, PD sign in and records, classroom observation notes and records Daily Attendance Reports	2023-2024 0% of classroom observations noting student discourse typology and duration 0% of classroom observations noting appropriate interventions provided for tier two or tier three needs 0% of collaborative planning sessions where student data was used to inform student success plans and intervention cycles 4% of collaborative planning sessions where looking at student work or assessment data was used to inform instruction and/or professional learning needs			2026-2027 100% of classroom observations noting student discourse typology and duration 30% of classroom observations noting appropriate interventions provided for tier two or tier three supports 30% of collaborative planning sessions where student data was used to inform student success plans and intervention cycles 30% of collaborative planning sessions where looking at student work or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					assessment data was used to inform instruction and/or professional learning needs	
2.2	<p>Percentage of staff provided with instructional coaching, modeling, certification opportunities, or site visits on the following possible topics: High quality ELD Differentiated instruction Learning Acceleration Adult and student SEL Mental Health and Wellness Growth Mindset Diversity, Equity, and Inclusion - belonging, cultural identity, bias, and empathy</p> <p>Data Source: Schedules, Staff meeting agendas and notes, training/PD sign ins and other records, classroom observation notes and records</p>	<p>100% of staff participating in coaching or PD opportunities</p> <p>100% of staff implementing practices from the PD opportunities</p> <p>% of staff reporting improved student learning as a result (baseline TBD 2024-2025)</p>			<p>100% of staff participating in coaching or PD opportunities</p> <p>100% of staff implementing practices from the PD opportunities</p> <p>100% of staff reporting improved student learning as a result</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	<p>Percent of staff participating in student support cycles, professional collaboration, and MTSS progress monitoring and improvement systems</p> <p>Data Source: Schedules, student support team meeting agendas and notes, training/PD sign ins and other records, classroom observation notes and records Daily Attendance Reports</p>	<p>60% of teachers collaborating weekly</p> <p>10% of students reviewed in data teams</p> <p>10% of students provided with individual learning goals and performance targets</p> <p>10% of students identified for and offered specific evidence-based interventions</p> <p>% of students progressing out of intervention cycles at data review intervals (baseline TBD 2024-2025)</p> <p>% of staff with professional goals aligned to LCAP priorities (baseline TBD 2024-2025)</p>			<p>100% of teachers collaborating weekly</p> <p>100% of students with individual learning goals and performance targets</p> <p>30% of students identified for and offered specific interventions</p> <p>50% of students progressing out of intervention cycles at data review intervals</p> <p>100% of staff with professional goals aligned to LCAP priorities</p>	

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	Professional Development	Provide professional development opportunities for all staff in ELA/ELD, Math, History/Social Studies, and NGSS; SEL, data literacy, and culturally responsive pedagogy. Professional learning topics to collaboratively explore could include training in effective content area instructional practices (including how to use and document informal and formal assessments, developing learning targets and success criteria, different ways for students to show understanding and mastery of content, targeted intervention practices, high quality ELD instruction, differentiated instruction methods, learning acceleration, and using data to target academic and social needs of students). Other topics to consider are: adult and student SEL, mental health and wellness, restorative justice practices, growth mindset, culturally-responsive pedagogy, and diversity, equity, and inclusion - belonging, cultural identity, bias, and empathy.	\$8,808.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	ELD training	Provide professional development opportunities for teachers to increase and improve academic achievement for EL students. The professional development will support teachers in implementing rigorous standards-aligned instruction principally designed to support EL and LTEL students. This includes providing interventions and addressing the differentiated language and academic needs of all groups of EL students. Training and coaching support will be provided to PVUESD teaching staff on designated and integrated ELD strategies for language acquisition. LCFF funds will be used for materials if needed.	\$2,500.00	Yes
2.3	Structured Collaboration and Assessment for Learning	<p>Teacher and staff will work in data teams to develop data review protocols and analyze data from multiple metrics to identify instructional strengths and areas for improvement on a weekly basis. Unduplicated students (or any student), needing extra support will have individual growth targets and staff will collaboratively track progress on a regular basis to determine appropriate interventions. Staff will use data/information to problem solve and make decisions for targeted instruction and instructional supports across the content areas, which will lead to better outcomes for students.</p> <p>Napa COE staff provides regular technical assistance to Pope Valley educators. NCOE program managers meet and collaborate with Pope Valley educators to examine and analyze academic data, use data to plan for instruction and monitor student progress based on the changes made to instruction across the content areas. Napa COE staff will also provide demo lessons on standards-aligned, grade level (or intervention) practices and provide coaching and feedback to PVUESD staff. Napa COE will also provide access to a literacy coach through a CA Literacy Grant. The literacy coach will work with teachers, staff, and secondary unduplicated students providing support in structured literacy and reading instruction.</p>	\$57,790.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	GOAL 3: Increase parent and community engagement, involvement, and satisfaction (LCFF Priority: 3).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

PVUESD understands that actively involving parents and families in school leadership and communication design are key to high levels of family engagement. PVUESD is committed to strengthening our school culture and environment where all families feel welcomed and encouraged to provide input and voice for important decisions. Parent participation with school surveys has been very low the last couple of years and anecdotal conversations and interactions with parents have demonstrated the need for increased quantity and quality of communication loops from school to home and home to school. We must collaboratively support and expand outreach to parents, develop strong communication systems, and encourage diverse membership on district committees and advisory programs. PVUESD will create safe, welcoming spaces and opportunities for families and the community members to share their stories and develop solutions for improved student outcomes. We will encourage increased attendance at family/community school wide events, student conferences, and membership on district advisory groups. PVUESD places a high priority on building trusting and respectful relationships with families. We do this by creating a welcoming school environment for all families in the community, as well as taking the time to learn about each family's strengths, culture, and language. All communications are offered in families' preferred home language. In addition, professional and confidential Spanish Language interpreters are provided for all school events, parent-teacher conferences, and meetings.

Based on the analysis of educational partner input and local data, the Pope Valley Union Elementary School District (PVUESD) is deeply embedded in and connected to its community. The district is committed to engaging educational partners at a deep level. Feedback from educational partners was received through various channels, including surveys, the Site Council (SSC), the Parent Teacher Organization (PTO), and at District English Learner Advisory Council (DELAC) meetings, focus groups, staff meetings, and surveys. Parent participation increased 64% in PTO, SSC, and DELAC meetings this year. Participation in parent teacher conferences increased to 100% in this school year – up from 80% in the 2022-23 school year. Many educational partners also engaged with PVUESD's annual LCAP surveys. Overall, four times as many stakeholders participated in this year's survey, and parent participation in particular increased fivefold. This year's LCAP stakeholder survey found that 63% of parents agree or strongly agree that Pope Valley School encourages parental involvement and participation. Over 68% of parents participating in the survey also said that they believe their students feel safe and welcome at Pope Valley Elementary School.

With the following actions and services described below, we expect increased parent and family engagement to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are from the 2023-2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Percentage of families who feel welcome and safe to share their thoughts and engage with our Local Parent Survey to measure family engagement, input on the academic program, and input on preferred communication methods:</p> <p>Data Source: PVUESD Annual LCAP Survey</p>	<p>The following PVUESD community members completed the 2023-24 LCAP annual input survey:</p> <p>19 families 7 staff members 2 community members 38 students</p>			<p>PVUESD community members completed the 2023-24 LCAP annual input survey:</p> <p>All families All staff members >2 community members All grades 3-8 students</p>	
3.2	<p>Number of parents/families attending school events (parent engagement)</p> <p>Number of parents/families attending PTO/DELAC/SSC meetings</p> <p>Number of parents/families attending student conferences.</p>	<p>99% of families participated in Winterfest, Springfest, and Cinco De Mayo events</p> <p>16 Families participated in the PTO meetings</p> <p>12 families participated in the SSC/DELAC meetings</p> <p>100% of families attended the student conferences</p>			<p>100% of families participated in Winterfest, Springfest, and Cinco De Mayo events</p> <p>25 Families participate in the PTO meetings</p> <p>20 families participate in the SSC/DELAC meetings</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Sign in sheets, attendance/rsvp information, event data				100% of families attended the student conferences	
3.3	Home-school communications completion data, usage, and engagement statistics Data Source: BrightArrow and LanguageLine records and data	6300 emails were delivered (in stakeholder's preferred language) via BrightArrow from August 2023 to June 2024. In the 2023-2024 school year, 5622 texts were delivered (in stakeholder's preferred language) via BrightArrow from August 2023 to June 2024. 1200 minutes used on LanguageLine (baseline TBD in 2024-2025)			> 10,000 emails delivered (in stakeholder's preferred language) via BrightArrow in 2026-2027 > 10,000 texts delivered (in stakeholder's preferred language) via BrightArrow in 2026-2027 >3000 minutes used on LanguageLine	
3.4	Parent participation on advisory groups/committees % of parents reporting that they actively use the district website	School Site Council - an average of 3-6 parents attended from August 2023 to June 2024. PTO Meetings - an average of 9-12 parents and 3-5 staff members			School Site Council - more than 10 parents attend SSC PTO Meetings - more than 20 parents and 3-5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: PVUESD Annual LCAP Survey, sign in sheets, attendance/rsvp information, and event data	<p>attended from August 2023 to June 2024.</p> <p>50% parents serve on a PVUESD advisory committee</p> <p>79% of parents reporting that they actively use the district website</p>			<p>staff members attend PTO</p> <p>> 50% parents serve on a PVUESD advisory committee</p> <p>100% of parents report that they actively use the district website</p>	
3.5						

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	Parent Feedback and Input	PVUESD will increase opportunities for parents to give input, and will continue to use a local parent survey aligned to the California Parent Survey.	\$800.00	No
3.2	Parent and family connection, engagement, and participation	<p>Continue to build and grow parent committees (School Site Council/DELAC and PTO) to help plan for the school events and to serve as advisors for school decisions. PVUESD will work with the community to raise awareness of the committees and invite and encourage membership to help promote family engagement in school leadership. Continue to implement monthly community nights for parents, including parents of unduplicated students and those students with exceptional needs, that would reinforce school programs and curriculum and provide opportunities for parental input and participation.</p> <p>Explore hosting family and staff education classes - possible ideas are: bilingual language skills (for staff and parents), trauma informed support practices, healthy cooking, sewing, exercise, etc.</p>	\$3,500.00	No
3.3	Home-to-School connections and celebrations	The school will offer student-led events, assemblies and opportunities for student recognition, information, and celebration, and increase connection with students and the community.	\$0.00	No
3.4	Communications/Newsletter	PVUESD will redesign the district's website and social media tools for increased and improved communication and offer regular newsletters to	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>improve home-to-school connections. PVUESD will also continue to offer interpretation and translation services for committee and Board meetings, IEPs and other meetings and events, and all communications needing translation for families and English learners.</p> <p>Add a springtime student-led parent - teacher conference week to the school calendar.</p> <p>Continue tracking the number of texts, LanguageLine calls, and emails that are sent to families.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	GOAL 4: Improve student engagement and climate outcomes, and allocated services to English Learner and Low-Income students (LCFF Priorities: 5 & 6).	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PVUESD understands that creating a welcoming school with an intentional focus on building healthy, trusting relationships, respect and school connectedness is key to student engagement. Disengagement and absences can occur when students do not feel seen, heard, or appreciated. Our students deserve that we as educators and the community see their gifts and continuously shine a bright light on all their capabilities and awesomeness. Students need to feel safe, healthy, and connected at school to be able to engage successfully in their academic program. With all too regular local area-emergencies (fires, mudslides, power outages, etc.), our students have been experiencing sustained trauma over time. The pandemic also exacerbated local economic, health, and educational hardships for many of our families. As a result, PVUESD has seen high levels of chronic absenteeism. Our overall attendance data (89%), while relatively strong, is still a concern because 22 students were absent more than 10% of this school year. The data shows that most of our student groups are significantly above the average rate in Napa County and that barriers to school attendance need to be addressed for all students, including our unduplicated student groups (EL, Low SED, and H/FY).

PVUESD must ensure our school continues to provide a safe and secure learning environment. PV's dropout rate is (and continues to be) zero percent - this metric will continue to be prioritized and attended to. Attention to positive behavior supports with an emphasis on belonging will be a priority in the years ahead. PVUESD will prioritize students' connections to school, provide more social services such as counseling and SEL support, construct academic environments that nurture scholarly behavior, provide motivational assemblies, and actively monitor and respond to chronic absentee challenges on a regular basis. Social and Emotional Learning (SEL) and culturally-responsive teaching are guiding principles for coordinating all of a school's academic, student development, and prevention activities. These concepts provide a common language and coordinating framework for communicating not just about SEL and culturally-responsive teaching, but a wide range of programs and teaching approaches. When systematized social, emotional, and academic learning become the overarching framework for a district or school, the result is a district with inclusive and integrated learning for all.

Our site leadership team will work together to better understand the root causes of our students' chronic absenteeism and why students are not attending school. We will then assess what supports are in place, and what is still needed. PVUESD will implement a tiered support structure for attendance. For tier 1, PVUESD staff will determine what supports are provided for all students. Then, staff will determine what

supports need to be implemented for students nearing 10% chronic absenteeism and what tier 3 supports are needed for those students who are close to 20% chronic absenteeism. PVUESD will examine its culture and environment to work on creating a school where students are safe, connected, and feel like they belong. Leadership, staff, and families will research resources from Attendance Works to help improve attendance and lower the chronic absenteeism rate. Some of the solutions PVUESD might test are: positive engagement exercises, creating attendance success plans, positive messaging, addressing attendance barriers, and the Attendance Works toolkits. Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional health needs and academic needs is also a priority. With the following actions and services described below, we expect an increase in attendance and student engagement and a decrease in chronic absenteeism to help us meet this goal.

Note: Unless otherwise noted, all of the baseline data from the metrics below are from the 2023-2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rates Data Source: ALMA SIS system	All students = 88.61% for the whole year			All students > 95% for the whole year	
4.2	Student suspension rates and expulsion rates will remain at or below <1% Data Source: ALMA SIS system	Suspensions <1% Expulsions = 0%			Suspension remains <1% Expulsions = 0%	
4.3	Chronic absenteeism rate (% of students missing more than 10% of school)	22 students were absent more than 10% of the school year			22 students were absent more than 10% of the school year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: ALMA SIS system					
4.4	<p>Percent of students feeling safety and connection at school, school is a safe and welcoming place for people of all backgrounds and cultures, and also reporting they participate in class frequently</p> <p>Data Source: LCAP student survey, Kelvin Pulses</p>	<p>The annual student LCAP input survey data show that 73% of students feel that Pope Valley School is a safe place to go to school.</p> <p>78% report feeling that they belong at school.</p> <p>100% report they participate in class to some degree.</p> <p>51% feel that they want to go to school in the morning.</p> <p>The Kelvin surveys also showed high (87%) feelings of safety and connection with the school.</p> <p>87% of students agreed or strongly agreed with the Kelvin statement, "This school is a safe and welcoming place for people of all backgrounds and cultures."</p>			<p>100% of students feel that Pope Valley School is a safe place to go to school.</p> <p>100% report feeling that they belong at school.</p> <p>100% report they participate in class to some degree.</p> <p>100% feel that they want to go to school in the morning.</p> <p>100% of students feel feelings of safety and connection with the school.</p> <p>100% of students agreed or strongly agreed that "This school is a safe and welcoming place for people of all backgrounds and cultures."</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	<p>Students' overall perceptions of the school climate and coping</p> <p>Data Source: Kelvin Pulses, Along messages, CHKS</p>	<p>Students' overall perceptions of the school climate increased 3% from fall to spring.</p> <p>Students also reported a favorable (88%) culturally/linguistically responsive environment</p> <p>87% of students surveyed believe that there are favorable resources for coping available at the school</p>			<p>Students' overall perceptions of the school climate increased 3% from fall to spring.</p> <p>Students also reported a favorable (88%) culturally/linguistically responsive environment</p> <p>87% of students surveyed believe that there are favorable resources for coping available at the school</p>	
4.6	<p>Track the number of students receiving counseling services.</p> <p>Data Source: Counseling records and data</p>	<p>54% of students participated in counseling services in the 2023-24 school year</p>			<p>All students who desire counseling support are able to access and utilize counseling services</p>	
4.7	<p>Track student reports of bullying and harassment</p> <p>Data Source: ALMA SIS system, counseling</p>	<p>% of students who report of bullying and harassment</p>			<p>No students will experience bullying and harassment</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	records and data, StopIt reports	(baseline will be established in 2024-2025 school year)				
4.8	Middle School Dropout rates	0% dropout rate in 2023-2024			Maintain low dropout rate	

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
4.1	MTSS/Attendance	Embrace a multi-tiered system of support (MTSS) to achieve increased student attendance. PVUESD staff will determine what attendance supports could be provided for all students and for those nearing 10% and then 20% chronic absenteeism. PVUESD will develop schoolwide systems	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>and explore Attendance Works resources (positive engagement exercises, success plans, positive messaging, attendance barriers, and toolkits) to increase attendance for students who are exhibiting chronic absences. Costs of this action/service are embedded into staffing an other professional learning expenses. Provide education sessions with families to underscore the importance of attending school on a regular basis.</p> <p>This action is designed to target chronic absenteeism for all students, Hispanic and SED student groups as they had red performance levels on the School Dashboard. (Goal 5, Action 1).</p>		
4.2	Positive Behavior Supports/SEL	<p>PVUESD staff will provide Positive Behavior/SEL supports and services for students identified through MTSS as needing additional academic behavioral or SEL assistance. Continue to develop and implement schoolwide expectations and a Positive Behavior management program for TK-8th grades. Train staff, develop, and implement social-emotional learning and Restorative Justice practices and strategies for adults and students on campus. Implement and use SEL surveys, Kelvin pulses and Along connections to monitor the social emotional well-being of adults and students. Explore and implement SEL curricula that aligns with PVUESD's mission and values and will help meet the SEL needs of our community.</p> <p>This action is designed to target chronic absenteeism for all students, Hispanic and SED student groups as they had red performance levels on the School Dashboard.</p>	\$980.00	No
4.3	Communication/New sletter	<p>Ensure parent communication regarding attendance is regularly sent home in student's primary language. Use the school website and newsletter to inform parents of school events and happenings, bright spots, and student celebrations. Continue to utilize and track communication supports such as</p>	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>BrightArrow for comprehensive communications (emails, texts, calls in families' preferred languages) services.</p> <p>This action is designed to target chronic absenteeism for all students, Hispanic and SED student groups as they had red performance levels on the School Dashboard.</p>		
4.4	Student Information and Grading Systems	Continue use of data and a student information system (SIS) for tracking and reporting student performance and attendance. Explore new SIS and/or grading platform for school (possibly AERIES as this is both a SIS and grading platform).	\$2,500.00	No
4.5	Culture and team building	PVUESD will focus on supporting positive self-image, belonging, growth mindset, and social-emotional learning for students and implement PBIS expectations across the campus.	\$9,800.00	No
4.6	Counseling	Provide counseling services for individual students and small groups. The county-wide mental health grant will provide at least a 0.20 FTE counselor for PVUESD. PVUESD can supplement the program with more counseling services if needed.	\$16,000.00	Yes
4.7	Assemblies/Speakers	Increase student access to presentations and assemblies to help increase student engagement and interest in schooling - this action/service will be available to all students but is principally directed to low SED students who have a high chronic absenteeism rate.	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Bullying prevention and enhanced mental health	Increase student access to mental health services and evidence-based bully prevention, intervention, and response services to help increase student engagement and interest in schooling - this action/service will be available to all students but is principally directed to LI and underrepresented students who have a high chronic absenteeism rate.	\$66,314.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	GOAL 5: Provide basic services to all students, including facilities, access to materials and technology (LCFF Priority 1).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #5 is to provide basic services to all our students. These services are foundational to addressing and meeting the needs of all our students. PVUESD's student body is entitled to welcoming, safe, clean, and operational facilities; functional and up-to-date technology, and fully credentialed teachers. Our school facilities need to be beautifully maintained and worthy of our children. Our staff need to not only be fully credentialed but also understand our community and students to better meet their educational needs. Our students must also have access to functional technology and internet to continuously engage with academic pursuits and to meet their performance targets. To build on our strengths in providing basic services, PVUESD will strive to hire and retain highly qualified educators who are representative of our student body. We will ensure that staff have knowledge and capacity to work in a multi-cultural setting. We will also strive to further implement standards-aligned instructional materials that are reflective of student populations and cultivate restorative, student-centered classroom cultures. And, we will explore the option of creating a community learning hub that could provide pupils with access to technology, high-speed internet, and other academic supports after school hours.

With the following actions and services described below, we expect to maintain providing services (qualified teachers, access to standards aligned materials, and facilities in good condition) to students to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are from the 2020-2021 school year; all Year 1 Outcome data is from the spring of 2022 and all Year 2 Outcome data is from 2023.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of students who have access to standards aligned instructional materials including ELD	100% of students had access to standards aligned materials			100% of students have access to standards aligned materials including	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards, and that are reflective of our student population Data Source: Williams reports	including ELD standards and materials			ELD standards and materials	
5.2	% of teachers appropriately assigned Data Source: CALPADS	75% of teachers were appropriately assigned and fully credentialed			100% of teachers are appropriately assigned and fully credentialed	
5.3	English Learner misassignment/identification Data Source: ELPAC, CALPADS	0% of ELs were misidentified			0% of ELs were misidentified	
5.4	Technology and Internet Access - % of students with access to a device and internet outside of school hours Data Source: Williams reports	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.			100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	
5.5	FIT Rating	Facilities are in Good Condition			Facilities are in Good Condition	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: FIT inspections, SARC					
5.6	<p>Track the percent of students utilizing home to school transportation, and the breakfast program</p> <p>Data Source: transportation and ELOP records</p>	<p>% percent of students use home to school transportation, and the breakfast program</p> <p>% percent of students use the breakfast program</p> <p>This is a new action - baseline will be established in 2024-2025 year</p>			<p>90% percent of students use home to school transportation</p> <p>90% percent of students use the breakfast program</p>	

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
5.1	Highly-qualified Staffing	In addition to maintaining small class size (Goal 1, Action 10), PVUESD plans to provide/maintain levels of highly qualified certificated and classified staff at 1.0 FTE Superintendent/Principal; 1.0 FTE Administrative specialist, 1.25 FTE Custodian/Maintenance, 1.0 FTE Food Services/Expanded Learning Specialist, and 0.50 Expanded Learning Specialist (1000-3999: Salaries and Benefits).	\$458,436.00	No
5.2	Curriculum	PVUESD will continue to adopt, implement, and utilize CCSS-aligned materials for ELA/ELD, math, science, and history/social studies. For language acquisition programs, we are using the embedded ELD curricula within our adopted ELA program.	\$3,000.00	No
5.3	Materials and technology	PVUESD will ensure that adequate materials, technology, and other supplies are provided to meet the needs of staff and students. Funds are set aside to update or replace Chromebooks when needed. Explore IXL, Accelerated Reader, ABC Mouse and other technology supports (4000-4999: Books and Supplies).	\$11,375.00	No
5.4	Transportation and Meals	PVUESD will provide home to school transportation, the breakfast and lunch program, and ensure that other requirements are met (400-4999: Supplies) & (5000-5999: Services and Operating Expenditures).	\$90,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.5	Staffing (instructional aides and bus)	Maintain classified staff at 2.0 FTE bus drivers/instructional aides. The paraprofessionals or aides will supplement instruction for those students needing more support and the priority will be for English learners and pupils who are individuals with exceptional needs (1000-3999: Salaries and Benefits).	\$160,500.00	Yes
5.6	Facilities	PVUESD will maintain facilities in a manner that ensures a clean and healthy learning environment, with energy efficient lighting, doors and windows, and enhanced filtration HVAC.	\$200.00	No

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
\$\$196,591	\$\$24,963

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
45.544%	0.000%	\$0.00	45.544%

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: MTSS/Learning Center</p> <p>Need: The unduplicated student groups at PVUESD which include socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), face distinct challenges that necessitate targeted interventions. These challenges include lower</p>	The Multi-Tiered System of Supports (MTSS) and a Learning Center can provide significant benefits for unduplicated pupils, who often face unique challenges. Intervention supports and support staff are strategically deployed to provide focused support and instruction tailored to the needs of these unduplicated student groups. PV teachers will use the new MTSS system and Learning Center to offer targeted interventions, including personalized instruction, small group tutoring, and specialized programs designed to improve literacy	<p>The effectiveness of this action will be measured using a variety of metrics, including:</p> <p>Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in subjects like math and</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>academic performance, language barriers, and limited access to resources that support educational success. Additionally, many of these students require additional support to meet grade-level standards and to enhance their English language proficiency.</p> <p>Scope: Schoolwide</p>	<p>and math skills. By providing this support and intervention, teachers and staff at PV can help close student opportunity and achievement gaps and ensure that all students have the opportunity to succeed academically. This action is designed to provide:</p> <p>Targeted Support: MTSS is a framework that provides targeted support to struggling students. It screens all students and aims to address academic and behavior challenges early on. This ensures that unduplicated pupils receive the specific interventions they need to succeed.</p> <p>Data-Driven Decision Making: MTSS integrates data and instruction within a multi-level prevention system. By using data to make informed decisions, schools can identify the needs of unduplicated pupils and provide appropriate support.</p> <p>Comprehensive Support: MTSS addresses students' academic, social, emotional, and behavioral needs from a strengths-based perspective. This holistic approach ensures that unduplicated pupils receive comprehensive support that addresses all aspects of their development.</p> <p>Early Intervention: The goal of MTSS is to provide first best instruction and to intervene early so students can catch up with their peers. Early intervention can prevent unduplicated pupils from falling behind and help them stay on track academically.</p>	<p>literacy to track improvements in academic performance.</p> <p>Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills.</p> <p>Student Progress on individual and IEP goals: By monitoring student progress on individual and IEP goals, PV staff can better serve student needs in the MTSS system and Learning Center.</p> <p>Attendance Rates: Monitoring student attendance as an indicator of increased engagement and participation in school.</p> <p>Student and Parent Surveys: Collecting feedback from students and parents to assess satisfaction with the interventions and perceived improvements in academic support.</p>

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		<p>Learning Centers: Learning Centers can provide a dedicated space for unduplicated pupils to receive additional support. These centers can offer tutoring, mentoring, and access to resources that help students succeed academically and socially.</p> <p>Personalized Instruction: Learning Centers can provide personalized instruction tailored to the specific needs of unduplicated pupils. This individualized approach can help students overcome challenges and achieve their full potential.</p> <p>Safe and Supportive Environment: Learning Centers can create a safe and supportive environment where unduplicated pupils feel valued and respected. This can boost their confidence and motivation to succeed.</p> <p>By leveraging MTSS and Learning Centers, schools can create a more supportive and effective learning environment for unduplicated pupils, helping them to thrive academically and socially. Providing this type of support on a schoolwide basis (we are a single-school district) ensures that the resources are available to all students who need them, promoting equity and access. This comprehensive approach allows for a flexible response to the varying needs of students across different grade levels and subjects, thereby maximizing the impact of the interventions.</p>	<p>Progress Reports: Regular progress and data will be used in our MTSS system documenting individual student growth and areas of improvement.</p> <p>By analyzing these metrics, PVUESD can evaluate the success of our MTSS/Learning Center and intervention systems in addressing the unique needs of unduplicated student groups and make data-driven decisions to further enhance the support provided.</p>
1.2	Action: Student Learning Goals	A focus on student learning goals is designed to enhance student connection and improve the student-teacher connection with educators to	Student Achievement Data: Tracking changes in

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	<p>Need: Unduplicated student groups at PV, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often benefit from a supportive school environment focus on helping student define and meet personalized learning goals. These students may face various challenges such as language barriers, cultural differences, and limited access to resources, which can impact their academic success and social-emotional well-being, and personalized learning goals can take into account a student's unique learning needs and make learning more relevant and connected to their own lived experience(s).</p> <p>Scope: Schoolwide</p>	<p>better support the diverse needs of unduplicated student groups. This action is designed to:</p> <p>Promote Student Ownership of Learning and Understanding of their Own Needs: By helping students focus on their own individual learning goals in the context of the grade level standards, student ownership of learning will increase. In addition, individualized learning plans allow for structured opportunities for educators, students, and their families to connect, collaborate, and discover best practices that inspire and relate to student perspectives. This may result in improved dialogue and strategies for addressing the unique needs of unduplicated student groups.</p> <p>Encourage Data-Driven Decision-Making: Provide training and support to help staff analyze student data effectively, identify trends, and develop individualized plans and targeted interventions to improve student outcomes.</p> <p>Enhance Cultural Competence: Professional development opportunities will be offered to help staff build cultural competence and develop strategies for creating a more inclusive and supportive learning environment.</p> <p>Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are actively involved in supporting the academic and social-emotional needs of each student - especially those in unduplicated student groups.</p> <p>By providing a Focus on Student Learning Goals on a schoolwide basis, Pope Valley, ensures that</p>	<p>academic performance, including grades, standardized test scores, and progress monitoring data, will determine improvements in student achievement and provide feedback on the efficacy of the student learning goals.</p> <p>Attendance and Engagement: Monitoring changes in student attendance and engagement in class will help assess the impact of collaborative student learning goal efforts on student connection, participation, and involvement in learning activities.</p> <p>Staff Surveys and Feedback: Gathering feedback from staff members on the effectiveness of student learning goal efforts in supporting the needs of unduplicated student groups and creating a positive school culture.</p> <p>Parent and Student Feedback: Soliciting</p>

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		students are provided with individual learning goals and all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups.	<p>feedback from parents and students on their perceptions of how the development and monitoring of individualized student learning goals affects the school climate, cultural competence of staff, and overall support for unduplicated student groups will inform iterative efforts and improvements to the student learning goals.</p> <p>Through the analysis of these metrics, Pope Valley will be able to evaluate the success of focusing on student learning goals in creating a more supportive and inclusive school environment that meets the diverse needs of unduplicated student groups.</p>
1.4	<p>Action: Interim Assessments</p> <p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English</p>	A focus on using Interim Assessments (and Assessment for Learning) to design instruction will enhance student instruction by helping educators to better utilize the MTSS system and better use assessment and student feedback to drive instruction. Utilizing data from interim assessments and looking at student work for planning instruction	<p>The effectiveness of this action will be measured using a variety of metrics, including:</p> <p>Academic Performance Data: Standardized test</p>

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	<p>Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students may face various challenges such as language barriers or socio-economic disadvantages that impact their educational outcomes. These students often face significant challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes.</p> <p>Scope: Schoolwide</p>	<p>better supports the diverse needs of unduplicated student groups. This action is designed to:</p> <p>Promote Student Ownership of Learning and Understanding of their Own Needs: By utilizing interim assessments to better plan instruction and provide just-in-time, targeted feedback to students on their individual learning goals in the context of the grade level standards, student performance and ownership of learning will increase. Utilizing data from interim assessments can help educators to better design instruction that meets learning goals and inspires and relates to student perspectives. This may result in improved performance and meet the unique needs of unduplicated student groups.</p> <p>Encourage Data-Driven Decision-Making: Provide training and support to help educators utilize interim assessments to effectively evaluate and design instruction. By extension, educator's ability to develop individualized plans and target interventions to improve student outcomes will improve, as well.</p> <p>Enhance Cultural Competence: Professional development opportunities will be offered to help staff understand how best to collaborate and utilize interim assessments as part of a MTSS and assessment for learning strategy. These activities may also build cultural competence and develop strategies for creating a more inclusive and supportive learning environment.</p> <p>Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are</p>	<p>scores, benchmark assessments, and progress monitoring in subjects like math and literacy to track improvements in academic performance.</p> <p>Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills.</p> <p>Student Progress on individual and IEP goals: By monitoring student progress on interim assessments related to individual and IEP goals, PV staff can better serve student needs in the MTSS system and Learning Center.</p> <p>Progress Reports: Regular progress and data will be used in our MTSS system documenting individual student growth and areas of improvement.</p> <p>By analyzing these metrics, PVUESD can</p>

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		<p>actively involved in supporting the academic and social-emotional needs of each student - especially those in unduplicated student groups.</p> <p>By providing support for utilizing interim assessments to inform instruction on a schoolwide basis, Pope Valley ensures that students are provided with high quality Tier I instruction and all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups</p>	<p>evaluate the success of our focus on using interim assessments in addressing the unique needs of unduplicated student groups and use data-driven decisions for instructional planning to further enhance the instruction provided.</p>
1.5	<p>Action: Supplemental Intervention Tools</p> <p>Need: The unduplicated student groups at PVUESD which include socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), face distinct challenges that necessitate targeted interventions. These students often face significant barriers in accessing educational resources. These barriers include a lack of necessary materials, interventions, and technology to fully engage with the curriculum, which can hinder their academic progress and widen the achievement gap.</p> <p>Scope: Schoolwide</p>	<p>Providing Supplemental Intervention Tools: Ensuring that all students, regardless of their socioeconomic status, have access to Supplemental Intervention Tools such as workbooks, lab supplies, subscriptions, technology tools, and other educational materials required for intervention and improvement in their coursework.</p> <p>Enhance Digital Access: Offering digital tools and resources for intervention, including online books, educational software, and internet access, which are crucial for modern learning environments and particularly important for socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD) who may benefit from interactive and adaptive learning technologies.</p> <p>Support Diverse Learning Needs: Providing resources that support various learning styles and levels, ensuring that all students can engage with the curriculum in ways that best meet their individual needs.</p>	<p>The effectiveness of purchasing intervention materials and digital access will be measured using several metrics, including:</p> <p>Academic Performance Data: Monitoring changes in student performance through standardized test scores, benchmark assessments, and classroom grades to determine if there are improvements in academic outcomes.</p> <p>Usage Reports: Analyzing data on the usage of digital resources and intervention materials to ensure that students are</p>

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		<p>By implementing this action on an LEA or schoolwide basis, Pope Valley can create an equitable learning environment where all students have the tools and supports they need to succeed. This comprehensive approach ensures that every student has the opportunity to fully participate and succeed with their education, regardless of their background.</p>	<p>actively engaging with the provided materials.</p> <p>Attendance and Participation Rates: Tracking attendance and participation in classes and online activities to assess whether the availability of resources leads to increased student engagement.</p> <p>Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the adequacy and effectiveness of the provided materials in supporting learning.</p> <p>Progress Reports: Regular progress reports from teachers documenting individual student growth and identifying any gaps that may still exist.</p> <p>Through these metrics, Pope Valley can evaluate the impact of providing supplemental intervention tools on student outcomes, ensuring that</p>

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			the resources are effectively supporting the academic and personal growth of unduplicated student groups.
1.8	<p>Action: Small Class Sizes</p> <p>Need: The unduplicated student groups at PVUESD which include socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), face distinct challenges that would be mitigated by small class sizes. These challenges are related to the unique nature of the Pope Valley school environment. Of primary concern is that because our school is a remote, rural school with limited resources, it is structured in a way that requires wide-ranging multi-age, multi-grade classrooms. This structural challenge can be mitigated by small class size. In addition, language barriers and limited access to community resources that support educational success exist. Many students require additional assistance to meet grade-level standards and to enhance their English language proficiency. The need for individualized learning plans exists for our unduplicated students, and small class sizes are a structure that can support providing resources for this need.</p>	<p>Small class sizes provide focused support and instruction tailored to the needs of our unduplicated student groups. Teachers offer differentiated and targeted interventions, including personalized instruction, small group instruction, and specialized programs designed to improve literacy and math skills in a variety of ways in our unique learning environment. In structuring our school with small class sizes, Pope Valley offers a structure in which teachers can help close the achievement gaps and ensure that all students have the opportunity to succeed academically. This action is designed to provide:</p> <p>Individualized Attention: In smaller classes, teachers can give more individualized attention to each student. This allows them to identify and address specific learning needs, ensuring that no student is left unsupported.</p> <p>Stronger Teacher-Student Relationships: With fewer students, teachers can develop stronger relationships with each pupil. They can get to know their students on a deeper level, understanding their strengths, weaknesses, and unique learning styles.</p> <p>Increased Engagement: Smaller class sizes promote greater student engagement. With fewer</p>	<p>The effectiveness of this action will be measured using a variety of metrics, including:</p> <p>Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in subjects like math and literacy to track improvements in academic performance.</p> <p>Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills.</p> <p>Attendance Rates: Monitoring student attendance as an indicator of increased engagement and participation in school.</p>

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	<p>Scope: Schoolwide</p>	<p>distractions and more opportunities for participation, students are more likely to actively participate in discussions, ask questions, and contribute their ideas.</p> <p>Improved Academic Performance: Research consistently shows that students in smaller classes tend to achieve higher academic performance compared to those in larger classes. With increased individual attention from teachers, students receive targeted instruction that caters to their specific needs.</p> <p>Personalized Instruction: Teachers have the flexibility to tailor instruction based on individual student needs. They can modify teaching methods or provide additional resources if a student is struggling with a particular concept.</p> <p>Better Classroom Management: Smaller class sizes make it easier for teachers to manage the classroom and minimize disruptions. This creates a more conducive learning environment for all students.</p> <p>Reduced Opportunity Gaps: Small class sizes can help close achievement gaps by providing unduplicated pupils with the support they need to succeed. This can lead to more equitable educational outcomes.</p> <p>Providing small class sizes on a schoolwide basis ensures that this class structure and a high educator to student ratio is available to all students, promoting equity and access. Leveraging the benefits of small class sizes allows</p>	<p>Student and Parent Surveys: Collecting feedback from students and parents to assess satisfaction with our school structure and instruction.</p> <p>Progress Reports: Regular progress and data will be used in our MTSS system documenting individual student growth and areas of improvement to see if our small class sizes are effective.</p> <p>By analyzing these metrics, PVUESD can evaluate the success of our small class sizes in addressing the unique needs of unduplicated student groups and make data-driven decisions to further enhance the school's instructional structure.</p>

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		for a flexible response to the varying needs of students across different grade levels and subjects, thereby maximizing the impact of the instruction provided.	
2.3	<p>Action: Structured Collaboration and Assessment for Learning</p> <p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students often face significant challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes.</p> <p>Scope: Schoolwide</p>	<p>A focus on Structured Collaboration and Assessment for Learning is designed to enhance student instruction by helping educators to better utilize the MTSS system and use assessment and student feedback to drive instruction. Collaboration with other educators in looking at student work and planning instruction with other educators better supports the diverse needs of unduplicated student groups. This action is designed to:</p> <p>Promote Student Ownership of Learning and Understanding of their Own Needs: By providing instruction and timely, targeted feedback to students on their individual learning goals in the context of the grade level standards, student ownership of learning will increase. In addition, utilizing assessment for learning strategies improves first best Tier I instruction and allows for structured opportunities for educators to collaborate with peers in designing instruction that meets learning goals and inspires and relates to student perspectives. This may result in improved dialogue and strategies for addressing the unique needs of unduplicated student groups.</p> <p>Encourage Data-Driven Decision-Making: Provide training and support to help staff analyze student data effectively to design instruction. By extension, educator's ability to develop individualized plans and target interventions to improve student outcomes will improve, as well.</p>	<p>The effectiveness of this action will be measured using a variety of metrics, including:</p> <p>Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in subjects like math and literacy to track improvements in academic performance.</p> <p>Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills.</p> <p>Student Progress on individual and IEP goals: By monitoring student progress on assessments related to individual and IEP goals, PV staff can better serve student needs</p>

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		<p>Enhance Cultural Competence: Professional development opportunities will be offered to help staff understand how best to collaborate and utilize assessment for learning strategies. These activities may also build cultural competence and develop strategies for creating a more inclusive and supportive learning environment.</p> <p>Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are actively involved in supporting the academic and social-emotional needs of each student - especially those in unduplicated student groups.</p> <p>By providing Structured Collaboration and Assessment for Learning on a schoolwide basis, Pope Valley ensures that students are provided with high quality Tier I instruction and all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups</p>	<p>in the MTSS system and Learning Center.</p> <p>Progress Reports: Regular progress and data will be used in our MTSS system documenting individual student growth and areas of improvement.</p> <p>By analyzing these metrics, PVUESD can evaluate the success of our focus on Structured Collaboration and Assessment for Learning in addressing the unique needs of unduplicated student groups and use data-driven decisions for instructional planning to further enhance the instruction provided.</p>
3.4	<p>Action: Communications/Newsletter</p> <p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students may face various challenges such as language barriers, learning disabilities, or socio-</p>	<p>School-home communications, such as a school newsletter, are designed to connect students and their families with the school. These communications are an important way to support the diverse needs of unduplicated student groups and their families, as well. This action is designed to:</p> <p>Provide Communication and Connection: Communication services like the school newsletter and website may be critical in linking families with the everyday activities of the school. Unduplicated</p>	<p>To measure the effectiveness of its' school-home communications (such as the school newsletter), in improving outcomes for unduplicated student groups, Pope Valley will utilize various metrics, including:</p> <p>Attendance and Truancy Rates: Monitoring changes</p>

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	<p>economic disadvantages that impact their educational outcomes and connection with school.</p> <p>Scope: Schoolwide</p>	<p>students and their families may face additional challenges such as language barriers, transportation concerns, or socio-economic disadvantages (like long hours working, or not having internet or devices at home) that impact their connection with their students' educational providers and connection with school.</p> <p>Promote Positive School Climate: Enhanced and improved home-to-school communications can help create a supportive and inclusive school environment where all students feel safe, valued, and respected.</p> <p>Collaborate with Families and Community Partners: Good communications and a newsletter may help educators work more closely with families, community organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school.</p> <p>Provide good communications and a newsletter on a regular (and schoolwide) basis ensures that all students have access to school-related services and resources, regardless of their background or individual circumstances.</p>	<p>in student attendance and truancy rates to assess the impact of communications on student engagement and participation in school.</p> <p>Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if communications contribute to improvements in academic outcomes.</p> <p>Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of school communications in meeting the needs of unduplicated student groups and creating a positive school culture.</p> <p>By analyzing these metrics, Pope Valley can evaluate the success of school communications (such as the newsletter) in supporting the wellbeing of unduplicated student groups and their families</p>

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			connection with the school.
4.6	<p>Action: Counseling</p> <p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often face social and emotional challenges that can impact their academic success and overall well-being. These challenges may include trauma, stress, cultural adjustment issues, and family instability, which can affect students' ability to focus, engage, and thrive in school.</p> <p>Scope: Schoolwide</p>	<p>Mental health support services, such as counseling, are designed to meet the diverse mental health, social, and emotional needs of unduplicated student groups. This action is designed to:</p> <p>Provide Counseling and Mental Health Services: Offer individual and group counseling sessions, crisis intervention, and mental health resources to support students' emotional well-being.</p> <p>Promote Positive School Climate: Implement strategies to create a supportive and inclusive school environment where all students feel safe, valued, and respected.</p> <p>Collaborate with Families and Community Partners: Work closely with families, community organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school.</p> <p>Provide mental health supports on a schoolwide basis ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.</p>	<p>To measure the effectiveness of counseling support in improving outcomes for unduplicated student groups, Pope Valley will utilize various metrics, including:</p> <p>Student Self-Report Surveys: Assessing changes in students' self-perceptions of their mental health, attitudes, and overall well-being over time.</p> <p>Behavioral Data: Analyzing changes in student behavior, such as reports of disciplinary incidents, suspensions, or referrals, to determine if there are improvements in school climate and student conduct.</p> <p>Attendance and Truancy Rates: Monitoring changes in student attendance and truancy rates to assess the impact of counseling support on student</p>

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			<p>engagement and participation in school.</p> <p>Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if counseling support leads to improvements in academic outcomes.</p> <p>Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of counseling in meeting the needs of unduplicated student groups and creating a positive school culture.</p> <p>By analyzing these metrics, Pope Valley can evaluate the success of counseling services in supporting the social and emotional wellbeing of unduplicated student groups.</p>
4.7	Action: Assemblies/Speakers	Providing assemblies and speakers enhances the school learning environment and provides much-	To measure the effectiveness of providing

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	<p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students often face significant challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes.</p> <p>Scope: LEA-wide</p>	<p>needed enrichment and support for our unduplicated student groups. Student assemblies can be a powerful tool to support unduplicated pupils, who are often students from low-income families, English learners, and foster youth. This action is designed to:</p> <p>Build a Sense of Community: Assemblies can create a sense of belonging and community among students. This is particularly important for unduplicated pupils who may feel isolated or marginalized.</p> <p>Provide Information and Resources: Assemblies can be used to share important information about available resources, such as tutoring programs, counseling services, and extracurricular activities. This ensures that all students, including unduplicated pupils, are aware of the support available to them.</p> <p>Celebrate Diversity: Assemblies can celebrate the diverse backgrounds and cultures of students. This can help unduplicated pupils feel valued and respected, and promote a more inclusive school environment.</p> <p>Encourage Student Voice: Assemblies can provide a platform for students to share their experiences and opinions. This can empower unduplicated pupils to speak up about their needs and challenges, and foster a sense of agency.</p> <p>Promote Positive Behavior: Assemblies can be used to reinforce positive behavior and school values. This can help create a supportive and</p>	<p>assemblies to improve outcomes for unduplicated student groups, Pope Valley can utilize various metrics, including:</p> <p>Attendance Rates: Monitoring the attendance rates of unduplicated pupils at assemblies can help determine their engagement and interest in these events.</p> <p>Academic Performance: Tracking changes in grades, test scores, and overall academic performance before and after the implementation of assemblies can provide insights into their impact on student learning.</p> <p>Behavioral Data: Analyzing data on disciplinary incidents, referrals, and positive behavior reports can help assess the influence of assemblies on student behavior.</p> <p>Student Surveys: Conducting surveys to gather feedback from</p>

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		<p>respectful school culture that benefits all students, including unduplicated pupils.</p> <p>Highlight Success Stories: Sharing success stories of unduplicated pupils who have overcome challenges can inspire and motivate other students. It can also provide role models for unduplicated pupils to look up to.</p> <p>Leverage student assemblies in these ways ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.</p>	<p>unduplicated pupils about their experiences and perceptions of the assemblies can provide valuable qualitative data.</p> <p>Participation in Extracurricular Activities: Measuring the participation rates of unduplicated pupils in extracurricular activities and programs promoted during assemblies can indicate increased engagement and involvement.</p> <p>Social-Emotional Learning (SEL) Assessments: Utilizing SEL assessments to evaluate changes in students' social-emotional skills, such as self-awareness, self-management, and relationship-building, can help gauge the impact of assemblies on their overall well-being.</p> <p>Parent and Teacher Feedback: Collecting feedback from parents and teachers about the observed changes in</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>students' attitudes, behaviors, and academic performance can provide additional perspectives on the effectiveness of assemblies.</p> <p>By using these metrics, the school can comprehensively evaluate the impact of assemblies on unduplicated student groups and make data-driven decisions to enhance their effectiveness.</p>
4.8	<p>Action: Bullying prevention and enhanced mental health</p> <p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often face social and emotional challenges that can impact their academic success and overall well-being. These challenges may include trauma, stress, cultural adjustment issues, and family instability, which can affect students' ability to focus, engage, and thrive in school.</p> <p>Scope:</p>	<p>Social-emotional support initiatives, such as bullying prevention and enhanced mental health are designed to provide comprehensive support to meet the diverse social and emotional needs of unduplicated student groups. This action is designed to:</p> <p>Provide Counseling and Mental Health Services: Offer individual and group counseling sessions, bully prevention, crisis intervention, and mental health resources to support students' emotional well-being.</p> <p>Create a Safe Environment: Implementing effective bullying prevention programs can create a safer and more supportive school environment. This is crucial for unduplicated pupils who may already feel vulnerable due to their circumstances.</p>	<p>To measure the effectiveness of social-emotional support initiatives (like bullying prevention and enhanced mental healthcare services) in improving outcomes for unduplicated student groups, Pope Valley will utilize various metrics, including:</p> <p>Student Self-Report Surveys: Assessing changes in students' self-perceptions of their social-emotional skills, attitudes,</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
	Schoolwide	<p>Reduce Stress and Anxiety: Enhanced mental health support can help unduplicated pupils manage stress and anxiety, which can be exacerbated by bullying. Providing access to counseling and mental health resources can improve their overall well-being.</p> <p>Improve Academic Performance: When students feel safe and supported, they are more likely to engage in their studies and perform better academically. Reducing bullying and enhancing mental health support can lead to better academic outcomes for unduplicated pupils.</p> <p>Build Resilience: Mental health programs that focus on building resilience can help unduplicated pupils develop coping strategies to deal with challenges. This can empower them to overcome obstacles and succeed in school and beyond.</p> <p>Promote Positive Relationships: Anti-bullying initiatives can promote positive peer relationships and reduce instances of bullying. This can help unduplicated pupils feel more connected to their peers and foster a sense of belonging.</p> <p>Encourage Student Voice: Providing platforms for students to speak about their experiences and challenges can empower unduplicated pupils. This can help them feel heard and valued, and encourage them to advocate for their needs.</p> <p>Collaborate with Families and Community Partners: Work closely with families, community</p>	<p>and overall well-being over time.</p> <p>Behavioral Data: Analyzing changes in student behavior, such as reports of bullying, disciplinary incidents, suspensions, or referrals, to determine if there are improvements in school climate and student conduct.</p> <p>Attendance and Truancy Rates: Monitoring changes in student attendance and truancy rates to assess the impact of social-emotional support on student engagement and participation in school.</p> <p>Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if social-emotional support leads to improvements in academic outcomes.</p> <p>Parent and Teacher Feedback: Gathering</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>organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school.</p> <p>Providing social-emotional support on a schoolwide basis ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.</p>	<p>feedback from parents and teachers on the effectiveness of social-emotional support initiatives in meeting the needs of unduplicated student groups and creating a positive school culture.</p> <p>By analyzing these metrics, Pope Valley can evaluate the success of bullying prevention and enhanced mental healthcare initiatives in supporting the social and emotional wellbeing of unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.</p>
5.4	<p>Action: Transportation and Meals</p> <p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support with transportation and food services to succeed academically. These students may face various challenges such as language barriers</p>	<p>Transportation services and meals may be needed to provide targeted support to students who require additional assistance and transportation services to ensure that all students have reliable and safe means to travel to and from school, addressing the identified transportation barriers. This action supports the needs of the unduplicated student groups by allowing PV to:</p> <p>Ensure Regular Attendance: Providing transportation and nutritional supports helps reduce absenteeism and tardiness by</p>	<p>The effectiveness of providing nutritional services and transportation will be measured using several metrics, including:</p> <p>Attendance Rates: Monitoring changes in attendance and punctuality rates, as well as student engagement in class, to</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>or socio-economic disadvantages that impact their educational outcomes. These students often face significant challenges related to transportation and nutrition. These students may lack reliable means to travel to and from school, which can lead to increased absenteeism, tardiness, and reduced access to educational opportunities and resources. Ensuring consistent attendance is crucial for their academic success and overall well-being.</p> <p>Scope: Schoolwide</p>	<p>guaranteeing that students have food services and a dependable way to get to school and individualized services every day. Students can also take advantage of after school activities and supports.</p> <p>Enhance Access to Educational Resources: Reliable transportation allows students to participate in before- and after-school programs, extracurricular activities, and additional academic support sessions, all of which contribute to their educational development.</p> <p>Promote Equity: Offering transportation and food services on a schoolwide basis ensures that all students, regardless of their socioeconomic status, have equal access to education and related activities, thereby promoting equity across the school community. Providing transportation services schoolwide also ensures that no student is left out due to transportation issues, or unable to participate because of issues related to hunger and nutritional health and wellbeing, fostering a more inclusive and supportive learning environment for everyone, and meeting the diverse learning needs of a verity of vulnerable students, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD).</p> <p>Schoolwide Availability: Providing nutritional and transportation services on a schoolwide basis ensures that all students who require these additional supports have access to critical resources, promoting equity and inclusion across</p>	<p>evaluate whether transportation services and the provision of nutritional support are reducing absenteeism and tardiness among the unduplicated student groups.</p> <p>Participation Rates: Tracking student participation in before- and after-school programs, extracurricular activities, and additional academic support sessions to assess the impact of improved transportation and food access.</p> <p>Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement.</p> <p>Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the reliability and usage of the transportation services,</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>the school community. By implementing this action on a schoolwide basis, Pope Valley ensures that all students who require additional supports receive the necessary assistance to succeed academically.</p>	<p>and how it has affected students' ability to attend school regularly and participate in school activities. Gathering feedback from parents and teachers on the need for nutritional services and supports may also aid PV in supporting student learning and addressing the specific needs of unduplicated student groups.</p> <p>Behavioral Metrics: Assessing any changes in student behavior and engagement in school, as consistent attendance and participation, along with nutritional support, often correlates with improved behavior and higher levels of student engagement.</p> <p>By evaluating these metrics, Pope Valley can determine the success of transportation and meals in addressing the unique needs of the unduplicated student groups and make necessary adjustments to further enhance the</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
			supports and services provided.
5.5	<p>Action: Staffing (instructional aides and bus)</p> <p>Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support, resources, services, and attention to succeed academically. These students may face various challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes. These students often face significant challenges related to transportation. These students may lack reliable means to travel to and from school, which can lead to increased absenteeism, tardiness, and reduced access to educational opportunities and resources. Ensuring consistent attendance is crucial for their academic success and overall well-being.</p> <p>Scope: Schoolwide</p>	<p>Staff is needed to support students at Pope Valley. Instructional Assistants are deployed to provide targeted support to students who require additional assistance to succeed academically, and transportation services are provided by staff to ensure that all students have reliable and safe means to travel to and from school, addressing the identified transportation barriers. This action supports the needs of the unduplicated student groups by allowing PV to</p> <p>Provide Individualized Support: Instructional Assistants work closely with students, either in small groups or one-on-one, to provide personalized support tailored to their specific needs.</p> <p>Assist Classroom Teachers: Instructional Assistants support classroom teachers by helping to implement instructional strategies, providing additional supervision and support during lessons, and assisting with classroom management.</p> <p>Offer Differentiated Instruction: Instructional Assistants can adapt teaching methods and materials to meet the diverse learning needs of students, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD).</p>	<p>The effectiveness of providing staff for transportation services and instructional aides will be measured using several metrics, including:</p> <p>Attendance Rates: Monitoring changes in attendance and punctuality rates, as well as student engagement in class, to evaluate whether transportation services and the provision of instructional aides are reducing absenteeism and tardiness among the unduplicated student groups.</p> <p>Participation Rates: Tracking student participation in before- and after-school programs, extracurricular activities, and additional academic support sessions to assess the impact of improved transportation access.</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>Ensure Regular Attendance: Providing transportation and differentiated supports helps reduce absenteeism and tardiness by guaranteeing that students have a dependable way to get to school and individualized services every day. Students can also take advantage of after school activities and supports.</p> <p>Enhance Access to Educational Resources: Reliable transportation allows students to participate in before- and after-school programs, extracurricular activities, and additional academic support sessions, all of which contribute to their educational development.</p> <p>Promote Equity: Offering transportation services on a schoolwide basis ensures that all students, regardless of their socioeconomic status, have equal access to education and related activities, thereby promoting equity across the school community. Providing transportation services schoolwide also ensures that no student is left behind due to transportation issues, fostering a more inclusive and supportive learning environment for everyone.</p> <p>Schoolwide Availability: Providing Instructional Assistants and transportation services on a schoolwide basis ensures that all students who require additional support have access to this resource, promoting equity and inclusion across the school community. By implementing this action on a schoolwide basis, Pope Valley ensures that all students who require additional support receive the necessary assistance to succeed academically.</p>	<p>Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement.</p> <p>Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the reliability and usage of the transportation services, and how it has affected students' ability to attend school regularly and participate in school activities. Gathering feedback from parents and teachers on the effectiveness of Instructional Aides may also aid PV in supporting student learning and addressing the specific needs of unduplicated student groups.</p> <p>Academic Performance Data: Analyzing changes in academic performance, including grades and</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>standardized test scores, to determine if improved attendance and participation are translating into better educational outcomes.</p> <p>Behavioral Metrics: Assessing any changes in student behavior and engagement in school, as consistent attendance and participation, along with additional instructional supports, often correlate with improved behavior and higher levels of student engagement.</p> <p>By evaluating these metrics, Pope Valley can determine the success of staffing provided for transportation services and as instructional aides in addressing the unique needs of the unduplicated student groups and make necessary adjustments to further enhance the support provided.</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
1.7	<p>Action: Technical Assistance for ELD instruction</p> <p>Need: For Technical Assistance for English Language Development (ELD) instruction, the unique identified needs of unduplicated student groups being served include varying levels of English proficiency, which necessitates grouping students by proficiency level to target their specific needs effectively. These students come from diverse cultural and linguistic backgrounds, so instruction should be culturally responsive and inclusive to make learning relevant and engaging for them. Additionally, unduplicated pupils may require extra academic support to bridge gaps in their learning, including differentiated instruction and targeted interventions. Many of these students face social-emotional challenges due to their unique circumstances, making access to counseling and mental health resources crucial. Engaging parents and guardians in the educational process is also essential, and schools should provide resources and support to help parents understand and participate in their child's education. Finally, ensuring that unduplicated pupils have access to necessary resources, such as technology, textbooks, and learning materials, is vital for their success. By addressing these unique needs, schools can</p>	<p>The action of providing Technical Assistance for English Language Development (ELD) instruction is designed to address the unique needs of unduplicated students through several key strategies:</p> <p>Individualized Instruction: ELD instruction is tailored to meet the varying levels of English proficiency among students. This involves grouping students by proficiency level to provide targeted support that addresses their specific language needs.</p> <p>Culturally Responsive Teaching: Instruction is designed to be culturally responsive and inclusive, recognizing the diverse cultural and linguistic backgrounds of unduplicated students. This approach makes learning more relevant and engaging for them.</p> <p>Academic Support: Additional academic support is provided to bridge learning gaps. This includes differentiated instruction and targeted interventions to help unduplicated students succeed academically.</p> <p>Social-Emotional Support: Recognizing the social-emotional challenges faced by unduplicated students, ELD instruction includes access to counseling and mental health resources. This support helps students manage stress and anxiety, contributing to their overall well-being.</p>	<p>The effectiveness of Technical Assistance for ELD instruction in improving outcomes for unduplicated student groups will be measured through a variety of methods:</p> <p>Language Proficiency Assessments: Regular assessments of students' English language proficiency will be conducted to monitor their progress. This includes standardized tests and formative assessments to evaluate their language development.</p> <p>Teacher Evaluations: Teachers who receive Technical Assistance will be evaluated on their implementation of ELD strategies. This can include classroom observations and performance reviews to assess how well they are applying the training.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>create a more supportive and effective learning environment for unduplicated pupils, helping them to thrive academically and socially.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Parental Involvement: Schools provide resources and support to engage parents and guardians in the educational process. This involvement is crucial for helping parents understand and participate in their child's education.</p> <p>Access to Resources: Ensuring that unduplicated students have access to necessary resources, such as technology, textbooks, and learning materials, is vital for their success.</p> <p>By addressing these unique needs, Technical Assistance for ELD instruction creates a supportive and effective learning environment for unduplicated students, helping them thrive academically and socially.</p>	<p>Student Performance Data: Analyzing academic performance data, such as grades and test scores, will help determine the impact of Technical Assistance on student achievement. This data can highlight improvements in academic outcomes for unduplicated students.</p> <p>Behavioral Metrics: Monitoring changes in student behavior, such as attendance, participation, and disciplinary incidents, can provide insights into the broader impact of Technical Assistance on student engagement and school climate.</p> <p>Feedback from Stakeholders: Gathering feedback from students, parents, and teachers about their experiences with ELD instruction can provide valuable qualitative data. Surveys, interviews, and focus groups can be used to collect this feedback.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Parental Involvement: Evaluating the level of parental involvement in their child’s education before and after the implementation of Technical Assistance can provide insights into how well the support has equipped teachers to engage with parents.</p> <p>Resource Utilization: Assessing how effectively teachers are utilizing available resources, such as technology and learning materials, can help determine the impact of Technical Assistance on instructional practices.</p> <p>By using these methods, schools can comprehensively evaluate the effectiveness of Technical Assistance for ELD instruction and make data-driven decisions to enhance its impact on unduplicated student groups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	<p>Action: ELD training</p> <p>Need: With respect to ELD training, the unique needs of our unduplicated student groups include varying levels of English proficiency, necessitating grouping by proficiency level to target their specific needs. These students come from diverse cultural and linguistic backgrounds, so instruction should be culturally responsive and inclusive. Additionally, unduplicated pupils may require extra academic support to bridge learning gaps, including differentiated instruction and targeted interventions. Many face social-emotional challenges due to their circumstances, making access to counseling and mental health resources crucial. Engaging parents and guardians in the educational process is also essential, and schools should provide resources to help them participate in their child's education. Finally, ensuring access to necessary resources, such as technology, textbooks, and learning materials, is vital for their success. By addressing these unique needs, schools can create a more supportive and effective learning environment for unduplicated pupils, helping them thrive academically and socially.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>ELD training is specifically designed to equip educators with the skills and strategies needed to effectively support unduplicated pupils. Here are some key aspects:</p> <p>Enhanced Instructional Techniques: Training provides advanced instructional techniques tailored to the varying levels of English proficiency among unduplicated pupils. This ensures that educators can deliver targeted support that meets the specific language needs of each student.</p> <p>Cultural Competency: Educators receive training on culturally responsive teaching practices. This helps create an inclusive classroom environment that respects and values the diverse cultural and linguistic backgrounds of unduplicated pupils.</p> <p>Differentiated Instruction: Training emphasizes the importance of differentiated instruction and provides strategies to implement it effectively. This allows educators to address the unique academic needs of unduplicated pupils and bridge learning gaps.</p> <p>Parental Engagement: Training includes strategies for engaging parents and guardians in the educational process. This helps teachers build strong partnerships with families and ensures that parents are actively involved in their child's education.</p> <p>Resource Utilization: Educators learn how to effectively utilize available resources, such as technology, textbooks, and learning materials, to support the success of unduplicated pupils.</p>	<p>The effectiveness of ELD training in improving outcomes for unduplicated student groups will be measured using various metrics and methods:</p> <p>Student Progress Monitoring: Regular assessments of students' English language proficiency and academic performance will be conducted to track their progress over time. This includes standardized tests, formative assessments, and classroom observations.</p> <p>Educator Feedback: Collecting feedback from educators who have undergone ELD training will provide insights into the effectiveness of the training. This can include surveys, interviews, and focus groups to gather qualitative data on how the training has impacted their teaching practices and student outcomes.</p> <p>Student Feedback: Gathering feedback from</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>By focusing on these areas, ELD training empowers educators to create a supportive and effective learning environment for unduplicated pupils, helping them thrive academically and socially.</p>	<p>students about their learning experiences and perceived improvements in their English language skills can provide valuable insights. This can be done through surveys, interviews, and focus groups.</p> <p>Classroom Observations: Conducting classroom observations to evaluate the implementation of ELD strategies and techniques learned during the training. Observers can assess the quality of instruction and its impact on student engagement and learning.</p> <p>Academic Performance Data: Analyzing academic performance data, such as grades, test scores, and graduation rates, to determine the impact of ELD training on student achievement. This can help identify trends and areas for improvement.</p> <p>Behavioral Data: Monitoring changes in student behavior, such as attendance, participation,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>and disciplinary incidents, to assess the broader impact of ELD training on student engagement and school climate.</p> <p>Parental Involvement: Evaluating the level of parental involvement and engagement in their child's education before and after the implementation of ELD training. This can provide insights into how well the training has equipped teachers to engage with parents and support their involvement.</p> <p>By using these metrics and methods, schools can comprehensively evaluate the effectiveness of ELD training and make data-driven decisions to enhance its impact on unduplicated student groups.</p>

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 District will provide 45.54%% increased and improved services for unduplicated students. These services will be provided district-wide because of the high concentration of unduplicated students, and while all students will benefit, the strategies were developed to principally

focus on providing improved services for the targeted students. The actions and services described above in the first prompt, more than meet the required 45.54%. PVUESD will also provide the additional actions and services for English learners. Napa COE program managers will provide technical assistance, training, and coaching support to Pope Valley teachers in designated and integrated ELD instruction. No funding is needed for this service. This service is considered a qualitatively improved service for English learners. The methodology to determine the percentage of this improved service is to divide the daily rate (salary and benefits) of the program manager for 11 service days by the LCFF base. The percentage of services roughly equates to 2%.

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.

PVUESD will use the additional concentration grant funding to sustain paraprofessionals (Goal #5, Action 5) who will help strengthen our academic program as the additional add-on funding is not sufficient to increase or add new staff to our program. The paraprofessionals or aides, will help provide direct services to students by supporting targeted instruction for those needing interventions and/or acceleration, especially unduplicated students, in tiers one, two, and three. They will help support classroom teachers with small group and individual instruction so differentiated strategies can be implemented. The flexible, small groupings will help maintain our intentional, individualized support for students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	na	1:15
Staff-to-student ratio of certificated staff providing direct services to students	na	1:15

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	\$431,651	\$196,591	45.544%	0.000%	45.544%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,366,667.00	\$105,611.00	\$10,000.00	\$67,172.00	\$1,549,450.00	\$1,268,291.00	\$281,159.00

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	MTSS/Learning Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$0.00	\$55,716.00	\$25,000.00	\$0.00	\$0.00	\$30,716.00	\$55,716.00	0
1	1.2	Student Learning Goals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$0.00	\$100.00	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00	0
1	1.3	Extended Day Programs	All Students with Disabilities EL, Low SED, FY/H	No			All Schools	All years	\$61,852.00	\$0.00		\$61,852.00			\$61,852.00	0
1	1.4	Interim Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$0.00	\$1,200.00	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00	0
1	1.5	Supplemental Intervention Tools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	0
1	1.6	ELPAC & CAASPP training	All	No			All Schools		\$2,400.00	\$1,600.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	
1	1.7	Technical Assistance for ELD instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	2%
1	1.8	Small Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools	All Years	\$509,139.00	\$0.00	\$509,139.00				\$509,139.00	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
						Low Income										
2	2.1	Professional Development	All Students with Disabilities	No			All Schools	All years	\$4,274.00	\$4,534.00	\$0.00	\$4,534.00	\$0.00	\$4,274.00	\$8,808.00	
2	2.2	ELD training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All years	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	0
2	2.3	Structured Collaboration and Assessment for Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$55,690.00	\$2,100.00	\$52,633.00	\$3,438.00	\$0.00	\$1,719.00	\$57,790.00	0
3	3.1	Parent Feedback and Input	All	No			All Schools	All years	\$0.00	\$800.00	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	
3	3.2	Parent and family connection, engagement, and participation	All	No			All Schools	All years	\$0.00	\$3,500.00	\$2,500.00	\$1,000.00	\$0.00	\$0.00	\$3,500.00	
3	3.3	Home-to-School connections and celebrations	All	No			All Schools	All years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Communications/Newsletter	English Learners	Yes	School wide	English Learners	All Schools	All years	\$0.00	\$12,000.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	
4	4.1	MTSS/Attendance	All	No			All Schools	All years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.2	Positive Behavior Supports/SEL	All	No			All Schools	All years	\$0.00	\$980.00	\$980.00	\$0.00	\$0.00	\$0.00	\$980.00	
4	4.3	Communication/Newsletter	All	No			All Schools	3 years	\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	
4	4.4	Student Information and Grading Systems	All	No			All Schools	All years	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	
4	4.5	Culture and team building	All	No			All Schools	All years	\$0.00	\$9,800.00	\$1,800.00	\$8,000.00			\$9,800.00	
4	4.6	Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$16,000.00	\$0.00	\$6,000.00	\$0.00	\$10,000.00	\$0.00	\$16,000.00	

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
4	4.7	Assemblies/Speakers	Low Income	Yes	LEA-wide	Low Income	All Schools	All years	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	0
4	4.8	Bullying prevention and enhanced mental health	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$0.00	\$66,314.00	\$66,314.00				\$66,314.00	
5	5.1	Highly-qualified Staffing	All	No			All Schools	All years	\$458,436.00	\$0.00	\$458,436.00	\$0.00	\$0.00	\$0.00	\$458,436.00	
5	5.2	Curriculum	All	No			All Schools	All years	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
5	5.3	Materials and technology	All	No			All Schools	All years	\$0.00	\$11,375.00	\$10,375.00	\$1,000.00	\$0.00	\$0.00	\$11,375.00	
5	5.4	Transportation and Meals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$0.00	\$90,940.00	\$34,690.00	\$25,787.00	\$0.00	\$30,463.00	\$90,940.00	0
5	5.5	Staffing (instructional aides and bus)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	\$160,500.00	\$0.00	\$160,500.00	\$0.00	\$0.00	\$0.00	\$160,500.00	0
5	5.6	Facilities	All	No			All Schools	All years	\$0.00	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00	

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
\$431,651	\$196,591	45.544%	0.000%	45.544%	\$881,576.00	2.000%	206.234 %	Total:	\$881,576.00
								LEA-wide Total:	\$8,000.00
								Limited Total:	\$2,500.00
								Schoolwide Total:	\$871,076.00

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	MTSS/Learning Center	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0
1	1.2	Student Learning Goals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100.00	0
1	1.4	Interim Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,200.00	0
1	1.5	Supplemental Intervention Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	0
1	1.7	Technical Assistance for ELD instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	2%
1	1.8	Small Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$509,139.00	0
2	2.2	ELD training	Yes	Limited to Unduplicated	English Learners	All Schools	\$2,500.00	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 (%)
				Student Group(s)				
2	2.3	Structured Collaboration and Assessment for Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$52,633.00	0
3	3.4	Communications/Newsletter	Yes	Schoolwide	English Learners	All Schools	\$12,000.00	
4	4.6	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
4	4.7	Assemblies/Speakers	Yes	LEA-wide	Low Income	All Schools	\$8,000.00	0
4	4.8	Bullying prevention and enhanced mental health	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$66,314.00	
5	5.4	Transportation and Meals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$34,690.00	0
5	5.5	Staffing (instructional aides and bus)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$160,500.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,474,468.00	\$1,372,390.00

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	MTSS/Learning Center	Yes	\$55,716.00	\$25,000
1	1.2	Student Learning Goals	Yes	\$100.00	\$100
1	1.5	Extended Day Programs	No	\$61,852.00	\$97,205
1	1.6	Interim Assessments	Yes	\$1,200.00	\$2,400
1	1.7	Supplemental Intervention Tools	Yes	\$3,500.00	\$1,750
1	1.8	ELPAC & CAASPP training	No	\$1,530.00	\$2,400
1	1.9	Technical Assistance for ELD instruction	Yes	\$0.00	0
1	1.10	Small Class Sizes	Yes	\$509,399.00	\$466,697
1	1.11	Pause Action: Music and Arts program		\$0.00	0
2	2.2	Professional Development	No	\$7,500.00	\$4,268
2	2.3	EL training	Yes	\$250.00	\$250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Structured Collaboration	Yes	\$57,790.00	
3	3.1	Parent surveys	No	\$250.00	\$250
3	3.2	Updated Action: Parent Nights and Classes	No	\$1,500.00	\$1,500
3	3.3	Assemblies with celebrations	No	\$0.00	0
3	3.4	Communications/Newsletter	Yes	\$12,000.00	\$10,000
4	4.1	Updated Action: MTSS/Attendance	No	\$0.00	0
4	4.2	Positive Behavior Supports/SEL	No	\$980.00	\$980
4	4.3	Communication/Newsletter	No	\$150.00	\$150
4	4.4	Updated Action: Student Information and Grading Systems	No	\$2,500.00	\$7,000
4	4.5	Updated Action (2023): Culture and team building	No	\$9,800.00	\$10,000
4	4.6	Deleted action			
4	4.7	Counseling	Yes	\$16,000.00	\$16,000
4	4.8	Assemblies/Speakers	Yes	\$8,000.00	\$8,000
5	5.1	Staffing	No	\$458,436.00	\$508,654
5	5.2	Curriculum	No	\$3,000.00	\$6,000

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)
5	5.3	Materials and technology	No	\$11,375.00	\$20,000
5	5.4	Transportation and Meals	Yes	\$90,940.00	\$81,550
5	5.5	Staffing (instructional aides and bus)	Yes	\$160,500.00	\$102,036
5	5.6	Facilities	No	\$200.00	\$200

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)
211,375	\$813,272.00	\$724,712.00	\$88,560.00	2.000%	2.000%	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	MTSS/Learning Center	Yes	\$25,000.00	0	0	0
1	1.2	Student Learning Goals	Yes	\$100.00	100	0	
1	1.6	Interim Assessments	Yes	\$1,200.00	2,400	0	
1	1.7	Supplemental Intervention Tools	Yes	\$3,500.00	1,750	0	
1	1.9	Technical Assistance for ELD instruction	Yes	\$0.00	0	2%	2
1	1.10	Small Class Sizes	Yes	\$509,399.00	466,697	0	
2	2.3	EL training	Yes	\$250.00	250	0	
2	2.5	Structured Collaboration	Yes	\$52,633.00	57,790	0	
3	3.4	Communications/Newsletter	Yes	\$12,000.00	12,000		
4	4.7	Counseling	Yes	\$6,000.00	6,000		
4	4.8	Assemblies/Speakers	Yes	\$8,000.00	8,000	0	
5	5.4	Transportation and Meals	Yes	\$34,690.00	67,689	0	
5	5.5	Staffing (instructional aides and bus)	Yes	\$160,500.00	102,036	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)
\$473,366	211,375	0	44.654%	\$724,712.00	2.000%	155.098%	\$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).

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