



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Piner-Olivet Union School District

CDS Code: 49 70870 0101253

School Year: 2024-25

LEA contact information:

Tony Roehrick

Superintendent

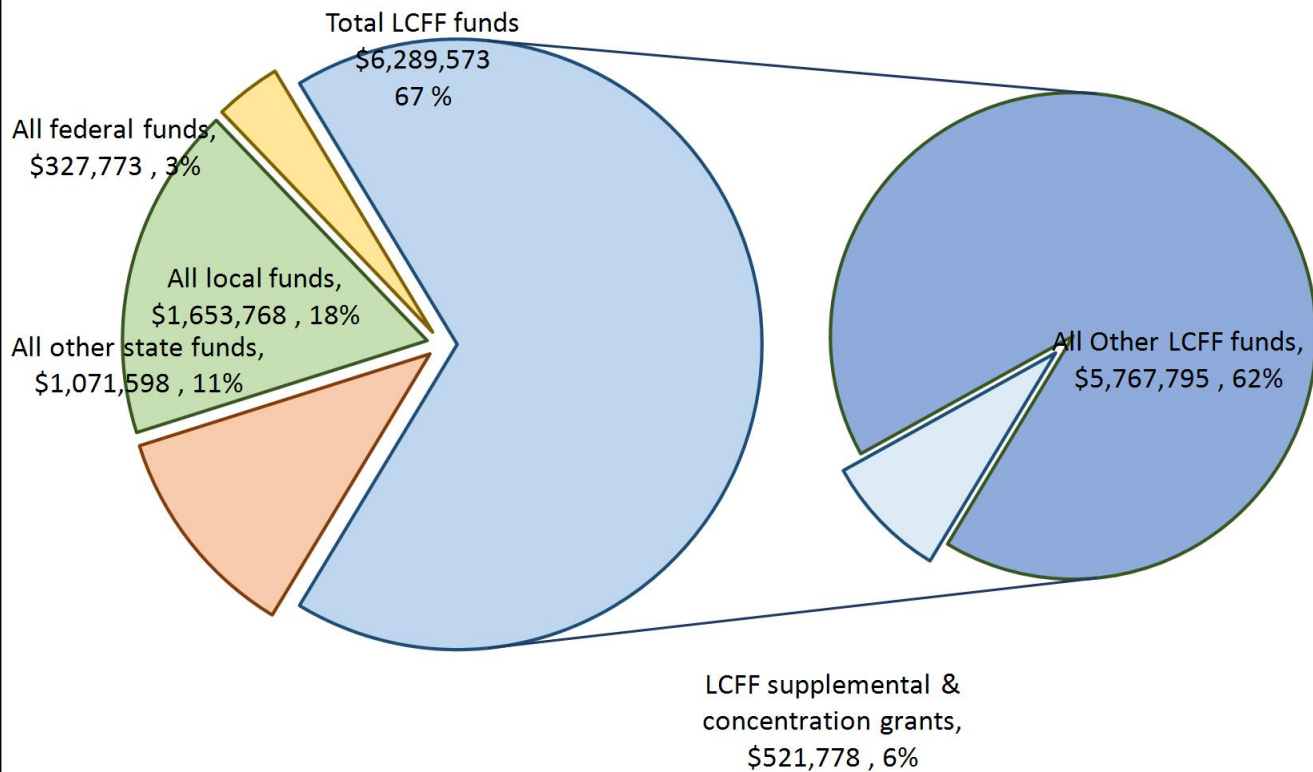
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707-522-3000

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

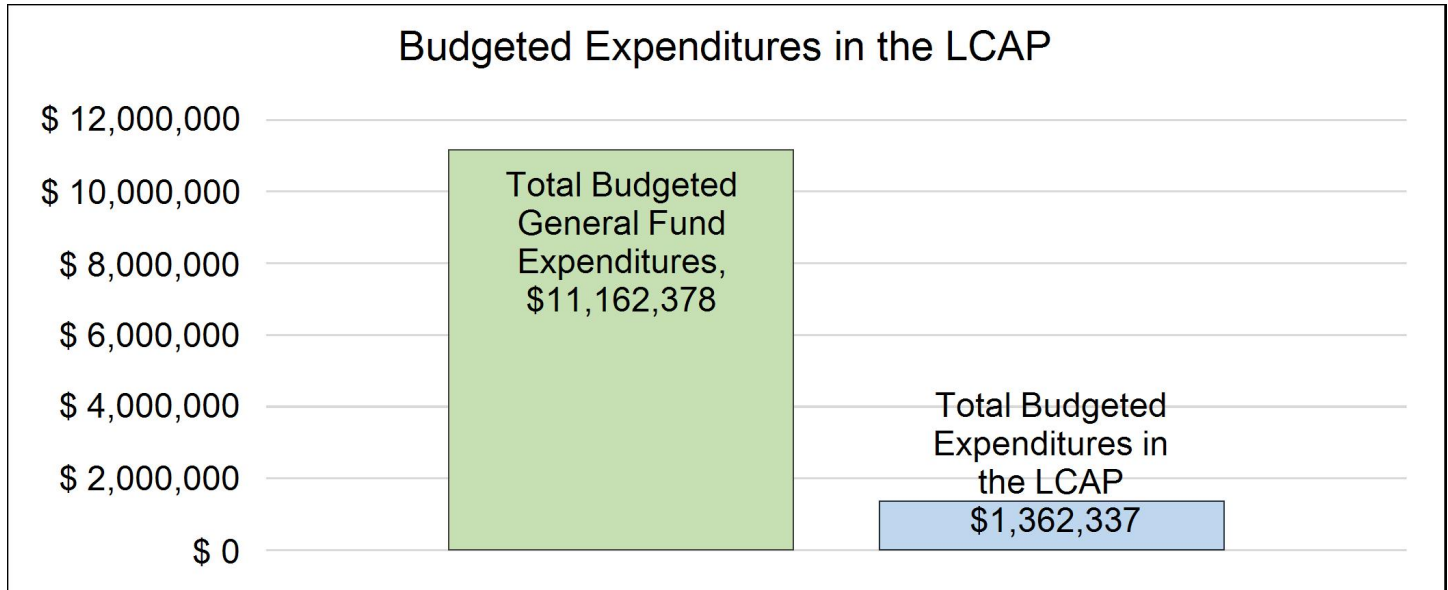


This chart shows the total general purpose revenue Piner-Olivet Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piner-Olivet Union School District is \$9,342,712, of which \$6,289,573 is Local Control Funding Formula (LCFF), \$1,071,598 is other state funds, \$1,653,768 is local funds, and \$327,773 is federal funds. Of the \$6,289,573 in LCFF Funds, \$521,778 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 Piner-Olivet Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Piner-Olivet Union School District plans to spend \$11,162,378 for the 2024-25 school year. Of that amount, \$1,362,337 is tied to actions/services in the LCAP and \$9,800,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

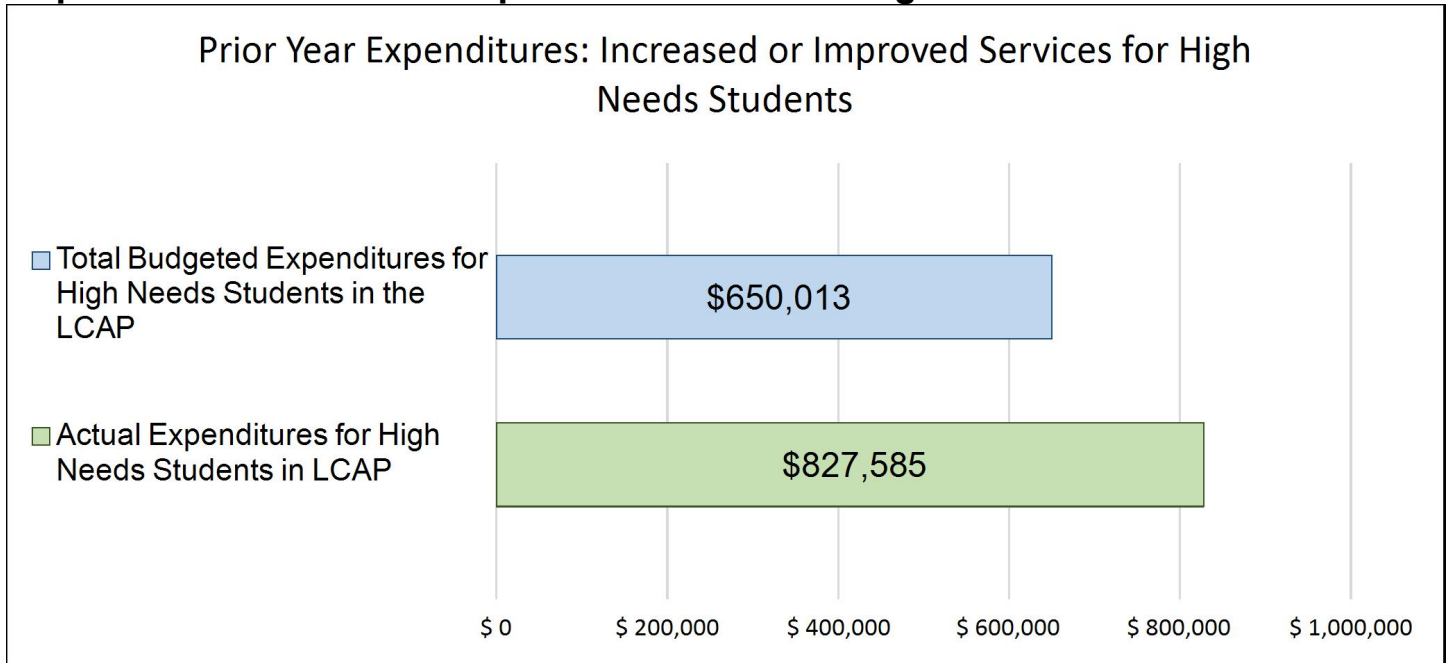
General Operations and Maintenance; Non-Instruction Related Supplies and Materials.

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

In 2024-25, Piner-Olivet Union School District is projecting it will receive \$521,778 based on the enrollment of foster youth, English learner, and low-income students. Piner-Olivet Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Piner-Olivet Union School District plans to spend \$730,539 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 Piner-Olivet Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Piner-Olivet Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Piner-Olivet Union School District's LCAP budgeted \$650,013 for planned actions to increase or improve services for high needs students. Piner-Olivet Union School District actually spent \$827,585 for actions to increase or improve services for high needs students in 2023-24.



# 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
Piner-Olivet Union School District	Tony Roehrick Superintendent	troehrick@pousd.org 707-522-3000

## Goals and Actions

### Goal

Goal #	Description
1	Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator: Utilization of 2021–22 STAR results to establish each student's (K-10) baseline achievement levels	STAR Results for ELA: K: 57% 1: 40% 2: 100% 3: 71% 4: 61% 5: 33% 6: 51%	STAR Results for ELA (Baseline established 2021-22): K: 57% 1: 40% 2: 100% 3: 71% 4: 61% 5: 33% 6: 51%	STAR Results for ELA: K: 37% (Early Literacy Test) 1: 50% (Early Literacy Test) 2: 58% 3: 43% 4: 61% 5: 47% 6: 38%	STAR Results for ELA: Spring 2024 K: N/A (Early Literacy Test) 1: 63% (Early Literacy Test) 2: 67% 3: 70% 4: 57% 5: 61% 6: 45%	Each student achieving + 50% STAR at or above grade level equivalency each school year
CAASPP Statewide Assessments	2019 CAASPP Results based on CA Dashboard: ELA: Orange (19.2 points below standards) Math: Yellow (47.6 points below standard)	CAASPP Results Not Available at this Time	2021 CAASPP Results based on the CA Dashboard: ELA: 37.9 points below standard Math: 67.9 points below standard	2023 CAASPP Results based on the CA Dashboard: ELA: 46.4 points below standard Math: 71.1 points below standard	Continue to improve student achievement to increase CA Dashboard to green in ELA and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Academic Indicator: Utilization of 2021--22 STAR results to establish each student's (K-10) baseline achievement levels	STAR Results for Math: K: N/A 1: N/A 2: 90% 3: 67% 4: 52% 5: 34% 6: 46%	STAR Results for Math (Baseline established 2021-22): K: N/A 1: N/A 2: 90% 3: 67% 4: 52% 5: 34% 6: 46%	STAR Results for Math: K: N/A 1: N/A 2: 54% 3: 41% 4: 50% 5: 53% 6: 44%	STAR Results for Math Spring 2024: K: N/A 1: N/A 2: 78% 3: 72% 4: 57% 5: 47% 6: 69%	Each student achieving + 50% STAR at or above grade level equivalency each school year
EL Access to CA Standards including ELD Standards	100%	100%	100%	100%	Continue to reach 100% for EL access to standards aligned material
EL Progress (ELPAC)	Status: 61% Progress Level: High	N/A- No CA Dashboard Data in 2022	2021 EL Progress Results based on the CA Dashboard: 41.2% making progress towards English language proficiency	2023 EL Progress Results based on the CA Dashboard: 48.6% making progress towards English Language Proficiency	Achieve 5% growth by the end of Year 3
Program/Services Developed and Provided to Unduplicated pupils and individuals with exceptional needs	Summer School Participation: N/A	Summer School Participation: 14%	Summer School Participation: 29.5% of Summer School participants are from Jack London Elementary	Summer School Participation: 34% of Summer School participants are from Jack London Elementary	Increase participation of summer school with unduplicated students by 5% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	0 students	4 out of 53 English Language Learners were reclassified	9 out of 59 English Language Learners were reclassified	5 out of 55 English Language Learners were reclassified	100% of Level 4 students will be RFEP'd within 3 years.
Standards Aligned Materials Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home, including ELs (who have access to standards aligned ELD curriculum)  Percent positive of students who answered on the Youth Truth Survey positive about instructional methods and academic challenges.	100%	100%	100%  YouthTruth Student Survey about instruction: Instructional Methods-48% Percent Positive Academic Challenges-43% Percent Positive	100%  Spring 2024 YouthTruth Student Survey about instruction: Instructional Methods-46% Percent Positive Academic Challenges-34% Percent Positive	Continue to reach 100% rate for student access to standards aligned materials and increase Instructional Methods to 55% Percent Positive and Academic Challenges to 50% Percent Positive.
Facilities in good repair (FIT Report)	100%	89% on FIT Report	98.8% on FIT Report	100% on FIT Report	Work to reach 100% rate for FIT rating
# of Williams Complaints	0	0	0	0	Continue to reach 0 Williams Complaints
# instances where facilities do not meet	0	89% on FIT Report	98.8% on FIT Report	100% on FIT Report	Work to reach 100% rate for FIT rating



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the "good repair" standard					
Broad Course of Study	100%	100%	100%	100%	Continue to reach 100% benchmark
Misassignment of teachers	0%	0%	0%	0%	Continue to have 0 misassignment of teachers

## 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.

Below is the overall implementation of the actions to achieve the articulated goal. Under each action item is a discussion of the challenges and successes with the implementation process.

### 1.1 Classroom Environment:

This year we had teacher leaders and representatives from all district schools attending Restorative Practice training that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community which develops a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best. These teacher leaders and representatives are sharing their knowledge with their colleagues to build school capacity.

Successes: Teachers taking on restorative practices and community circles in their classroom to build community. Students are becoming confident to achieve their personal best and 100% on the Facilities in Good Repair (FIT report)

Challenges: We are still working on minimizing our suspension rates per the CA Dashboard since we are on Red.

### 1.2 Student Engagement:

This year we increased support for English Language Learners and Struggling Learners through having a professional development in November to learn about more strategies to help our English Language Learners such as using Guided Language Acquisition by Design (GLAD) strategies. All teachers committed to implementing at least 3 different English Language Learner and Struggling Students strategies in their classroom.

Successes: Teachers are implementing ELD strategies. English Language Learner students and struggling students are receiving the additional support they need in order to be successful in the classroom.

Challenges: Our action was effective in achieving a higher rate of reclassified students but we are not at 100% of reclassifying Level 4 students so we are still working on this goal.

### 1.3 Dynamic Classroom Environment:

This year, we had our third year roll-out of our new ELA curriculum, Fountas and Pinnell, for grades TK-6th for in-person instruction using the responsive teaching cycle. We analyzed reading data from our students and creating dynamic learning experiences to meet each of their individual needs. We are continuing our work in Bridges/Carnegie and Writer's Workshop as well. All teachers committed to implementing Interactive Read Alouds using anchor charts to support their students' learning and ensure that they are teaching their grade level standards. We also began to implement Orton-Gillingham, systematic phonics, this year.

Successes: Students are receiving common curriculum and vertically aligned curriculum that is culturally responsive to the students in our schools. Students are receiving systematic phonics and a comprehensive reading program to challenge and support them in reading.

Challenges: Youth Truth Survey percent positive about instructional methods and academic challenges are still below 50% and we wanted to increase it above 50% for students.

### 1.4 Curriculum and Pedagogy:

This year, we continued work with our district curriculums through developing yearlong plans that integrate our curriculums. We implemented our district curriculums such as TCI: Social Studies and Fountas and Pinnell through meaningful professional development with teacher leaders. We also continued to use online curriculum and software programs such as Aeries Analytics to help analyze student data to meet their needs. Our Technology Integration coach helps implement our district programs to meet student needs such as Digital Citizenship classes and Coding. All teachers committed to developing and implementing their grade level yearlong plans to ensure that they are teaching their grade level standards through our district curriculum.

Successes: Students are receiving common curriculum and vertically aligned curriculum that is culturally responsive to the students in our schools. In addition, we have 0 Williams Complaint, 0 Misassignments of Teachers, and a Broad Course of Study.

Challenges: Our goal since our STAR reading scores are above 50% in all but one grade level. However, we are still Orange on the CA Dashboard for ELA on the CAASPP. In addition, on our YouthTruth Survey, we are not over 50% on instructional strategies nor academic challenges based on student responses.

### 1.5 Assessment:

This year, we implemented the following:

1. STAR was implemented K-6 with fidelity.
2. 1:1 teacher meetings in the Fall that provided time for teachers and administrators to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance achievement for all using Aeries Analytics.
3. Assessment calendar of common assessments for all grade levels (ex. STAR Reading and Math) which include types of assessments and timelines to prepare for 1:1 teacher and administrator meetings.
4. Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:
  - Renaissance Learning (STAR Reading & Star Math)
  - Reading assessment subscription (ex. Freckle, Lexia)
  - Teachers participated in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.
  - Administer ELPAC assessment to assess ELD Levels

All teachers committed to use common formative assessments working with their grade level team. Then teacher inputted the scores into Aeries Gradebook which was then pulled into Aeries Analytics to analyze student data. The data is analyzed at 1:1 student data meetings with their principal that allow time for teachers and their administrator to discuss and implement the necessary supports to meet the needs of each student.

Successes: Our equity work is becoming a reality in which students are receiving common curriculum and assessments and teachers are going to 1:1 data meetings in order for no student to be left behind in our district.

Challenges: Our STAR reading scores are above 50% in all but one grade level. In addition, our math STAR scores are below 50% in one grade level as well. In addition, we are still Orange on the CA Dashboard for ELA and Math on the CAASPP.

#### 1.6 Professional Learning:

This year, our school continues to develop and implement our school equity plan. In addition we are building our school capacity by having teacher leaders work with consultants and other staff to lead professional developments based on our district curriculums and best teaching practices for our English Language Learners such as the use of GLAD strategies. Teachers have signed up to be teacher leads in different curricular areas and learn more about that curricular area, collaborate to plan professional development and then present the professional development to their colleagues.

Successes: We are working as a team with teachers, administrators to implement our equity plan and build capacity within our school district.

Challenges: We are still working on increasing student achievement in both math and ELA based on our STAR and CAASPP scores as well as increasing our Youth Truth Survey percent positive about instructional methods and academic challenges.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures include underspending \$418,650 for Goal 1 Action 1 Classroom Environment. The District opted to not include separate Teacher Leaders in our Restorative Practices programs and trainings. Material differences between Budgeted Expenditures and Estimated Actual Expenditures also include overspending by approximately \$61,000 for Goal 1 Action 2 Student Engagement. The District opted to provide additional supplemental support by Instructional Assistants, ELD Assistant, and TK Programs Assistants to enrich educational services offered to unduplicated students.

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

Below is the overall implementation of the actions to achieve the articulated goal for the past three years. There have been different foci under each of the actions depending on our reflection on prior practice. However, we are still making progress to our goals over time due to unprecedented events such as COVID and recovering from our community being devastated with the 2017 fires. Under each metric is the action item and a discussion of the effectiveness/ineffectiveness with the implementation process.

Metrics Used: STAR ELA and Math Data and CAASPP Data

#### Action: 1.5 Assessment:

This year, we implemented the following:

1. STAR was implemented K-6 with fidelity.
2. 1:1 teacher meetings in the Fall that provided time for teachers and administrators to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance achievement for all using Aeries Analytics.
3. Assessment calendar of common assessments for all grade levels (ex. STAR Reading and Math) which include types of assessments and timelines to prepare for 1:1 teacher and administrator meetings.
4. Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:
  - Renaissance Learning (STAR Reading & Star Math)
  - Reading assessment subscription (ex. Freckle, Lexia)
  - Teachers participated in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.
  - Administer ELPAC assessment to assess ELD Levels

All teachers committed to use common formative assessments working with their grade level team.

Then teacher inputted the scores into Aeries Gradebook which was then pulled into Aeries Analytics to analyze student data. The data is analyzed at 1:1 student data meetings with their principal that allow time for teachers and their administrator to discuss and implement the necessary supports to meet the needs of each student.

Effective: Our equity work is becoming a reality in which students are receiving common curriculum and assessments and teachers are going to 1:1 data meetings in order for no student to be left behind in our district.

Ineffective: Our STAR reading scores are above 50% in all but one grade level. In addition, our math STAR scores are below 50% in one grade level as well. In addition, we are still Orange on the CA Dashboard for ELA and Math on the CAASPP.

Metrics Used: EL Access to ELD curriculum and Standards, EL Progress, Program/Services Developed and Provided to Unduplicated pupils and individuals with exceptional needs, Reclassification Rate

#### Action: 1.2 Student Engagement:

This year we increased support for English Language Learners and Struggling Learners through having a professional development in November to learn about more strategies to help our English Language Learners such as using GLAD strategies. All teachers committed to implementing at least 3 different English Language Learner and Struggling Students strategies in their classroom.

Effective: Teachers are implementing ELD strategies. English Language Learner students and struggling students are making progress, and programs were developed and students are receiving the additional support they need in order to be successful in the classroom.

Ineffective: Our action was effective in achieving a higher rate of reclassified students but we are not at 100% of reclassifying Level 4 students so we are still working on this goal.

Metric Used: Youth Truth Survey percent positive about instructional methods and academic challenges

#### Action: 1.3 Dynamic Classroom Environment and 1.6 Professional Learning

##### Dynamic Classroom Environment:

This year, we had our third year roll-out of our new ELA curriculum, Fountas and Pinnell, for grades TK-6th for in-person instruction using the responsive teaching cycle. We analyzed reading data from our students and creating dynamic learning experiences to meet each of their

individual needs. We are continuing our work in Bridges/Carnegie and Writer's Workshop as well. All teachers committed to implementing Interactive Read Alouds using anchor charts to support their students' learning and ensure that they are teaching their grade level standards. We also began to implement Orton-Gillingham, systematic phonics, this year.

Effective: Students are receiving common curriculum and vertically aligned curriculum that is culturally responsive to the students in our schools. Students are receiving systematic phonics and a comprehensive reading program to challenge and support them in reading.

Ineffective: Our YouthTruth scores on instructional methods and academic challenges are not over 50% which was our goal. We need to investigate and discuss with students why this is the case in order to make our classrooms dynamic and challenging.

#### 1.6 Professional Learning

This year, our school continues to develop and implement our school equity plan. In addition we are building our school capacity by having teacher leaders work with consultants and other staff to lead professional developments based on our district curriculums and best teaching practices for our English Language Learners such as the use of GLAD strategies. Teachers have signed up to be teacher leads in different curricular areas and learn more about that curricular area, collaborate to plan professional development and then present the professional development to their colleagues.

Effective: We are working as a team with teachers, administrators to implement our equity plan and build capacity within our school district.

Ineffective: Our YouthTruth scores on instructional methods and academic challenges are not over 50% which was our goal. We need to investigate and discuss with students why this is the case in order to make our classrooms dynamic and challenging and provide professional learning to meet those needs.

Metric Used: Facilities in Good Repair (FIT Report) and Suspension Rates

Action: 1.1 Classroom Environment:

This year we had teacher leaders and representatives from all district schools attending Restorative Practice training that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community which develops a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best. These teacher leaders and representatives are sharing their knowledge with their colleagues to build school capacity.

Effective: Teachers taking on restorative practices and community circles in their classroom to build community. Students are becoming confident to achieve their personal best. We were also effective in the environment of having our facilities in good repair.

Ineffective: We are still working on minimizing our suspension rates per the CA Dashboard since we are on Red.

Metrics Used: Williams Complaint, Misassignments of Teachers, Broad Course of Study

Action: 1.4 Curriculum and Pedagogy:

This year, we continued work with our district curriculums through developing yearlong plans that integrate our curriculums. We implemented our district curriculums such as TCI: Social Studies and Fountas and Pinnell through meaningful professional development with teacher leaders. We also continued to use online curriculum and software programs such as Aeries Analytics to help analyze student data to meet their needs. Our Technology Integration coach helps implement our district programs to meet student needs such as Digital Citizenship classes and Coding. All teachers committed to developing and implementing their grade level yearlong plans to ensure that they are teaching their grade level standards through our district curriculum.

Effective: All students receive common curriculum and vertically aligned curriculum that is culturally responsive to the students in our schools. There are no misassignments of teachers and we have a broad course of study.

Ineffective: We are still working on vertically aligning curriculum throughout the district and use appropriate pedagogy to increase student academic achievement.

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

We have made progress with goal one based on these actions and metrics, however, we need to continue to increase student achievement and reclassification of our EL students.

There were no substantial differences in the implementation of the actions as described in the LCAP. However, for the upcoming LCAP, we will be condensing our actions to achieve our new LCAP goal. For example, our new LCAP goal one is about learning experiences but there are only three actions: student engagement, curriculum and pedagogy and assessment. This will allow us to focus on these actions and implement them in a more impactful way.

Below is a description of the planned actions and how they were implemented throughout the school year as well as if the planned actions were effective in achieving the goal and what we are going to do differently in the next LCAP based on the actions that were ineffective.

#### 1.1 Classroom Environment:

This year we had teacher leaders and representatives from all district schools attending Restorative Practice training that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community which develops a positive, collaborative, innovative learning environment that supports students in being confident to achieve their personal best. These teacher leaders and representatives are sharing their knowledge with their colleagues to build school capacity. Our goal was successful because we are now 100% on our FIT survey, but we were partially effective because we are still red on suspension rates in the CA dashboard. Based on this action and metric, for the upcoming LCAP, we will moving classroom environment to goal two and connect it with school/classroom safety. We will be strengthening the understanding of Restorative Practices with all educational partners through information nights and consistent Restorative Practice systems throughout our district. We will also be training classified staff in restorative practices and continue to work on building teacher leaders capacity of restorative practices and trauma informed practices. We will be monitoring this based on the suspension and expulsion rate on the CA Dashboard and YouthTruth survey questions and assertive discipline and counseling data from Aeries Analytics. We are determined that these actions will minimize our suspension rate on the CA Dashboard, maintain our FIT Report results of 100%, and increase the percent positives on our YouthTruth survey questions.

#### 1.2 Student Engagement:

This year we increased support for English Language Learners and Struggling Learners through having a professional development in November to learn about more strategies to help our English Language Learners such as using GLAD strategies. All teachers committed to implementing at least 3 different English Language Learner and Struggling Students strategies in their classroom. Our action was effective in achieving a higher rate of reclassified students but we are not at 100% of reclassifying Level 4 students so we are still working on this goal. Based on this action and metric, for the upcoming LCAP, we will be continuing to implement GLAD strategies in the classroom for integrated ELD instruction. In addition, we will be implementing new designated ELD lessons. We are also including more engagement and support



strategies such as community circles, Anchor Charts, Daily Schedule with Learning Goals, Art, Science, Outdoor Experiences, and Group Projects. In the next LCAP, we will be monitoring this goal through attendance percentages, YouthTruth survey questions, and also programs and services developed and provided to unduplicated students.

### 1.3 Dynamic Classroom Environment:

This year, we had our third year roll-out of our new ELA curriculum, Fountas and Pinnell, for grades TK-6th for in-person instruction using the responsive teaching cycle. We analyzed reading data from our students and creating dynamic learning experiences to meet each of their individual needs. We are continuing our work in Bridges/Carnegie and Writer's Workshop as well. All teachers committed to implementing Interactive Read Alouds using anchor charts to support their students' learning and ensure that they are teaching their grade level standards. We also began to implement Orton-Gillingham, systematic phonics, this year. Our planned actions were partially effective in achieving our goal since we did not minimizing Youth Truth Survey percent positive about instructional methods and academic challenges. Based on this action and metric, for the upcoming LCAP, we will be combining this action with curriculum and pedagogy. We will be continuing to implement a culturally responsive curriculum, differentiated Instruction and yearlong planning. We will be monitoring this based on YouthTruth survey questions about instructional methods and academic challenges as well as standard aligned materials, Williams complaints, broad course of study EL Access to CA standards and misassignment of teachers. We are determined that if we provide equitable access across our district to curriculum that represents our students and use the pedagogy of that subject area, we will increase all of our metrics.

### 1.4 Curriculum and Pedagogy:

This year, we continued work with our district curriculums through developing yearlong plans that integrate our curriculums. We implemented our district curriculums such as TCI: Social Studies and Fountas and Pinnell through meaningful professional development with teacher leaders. We also continued to use online curriculum and software programs such as Aeries Analytics to help analyze student data to meet their needs. Our Technology Integration coach helps implement our district programs to meet student needs such as Digital Citizenship classes and Coding. All teachers committed to developing and implementing their grade level yearlong plans to ensure that they are teaching their grade level standards through our district curriculum. Our planned actions were effective in achieving our goal based on standard aligned materials, Williams complaints, broad course of study EL Access to CA standards and misassignment of teachers. However, it was ineffective because our other metrics such as the CA Dashboard in ELA and Math were red for our Hispanic students. Based on this action and metric, for the upcoming LCAP, we will be combining this action with Dynamic Classroom Environment. We will be continuing to implement a culturally responsive curriculum, differentiated Instruction, technology software, online curriculum, and yearlong planning. We will be monitoring this based on YouthTruth survey questions about instructional methods and academic challenges as well as standard aligned materials, Williams complaints, broad course of study EL Access to CA standards and misassignment of teachers. We are determined that if we provide equitable access across our district to curriculum that represents our students and use the pedagogy of that subject area, we will increase all of our metrics.

### 1.5 Assessment:

This year, we implemented the following:

1. STAR was implemented K-6 with fidelity.
2. 1:1 teacher meetings in the Fall that provided time for teachers and administrators to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance achievement for all using Aeries Analytics.

3. Assessment calendar of common assessments for all grade levels (ex. STAR Reading and Math) which include types of assessments and timelines to prepare for 1:1 teacher and administrator meetings.

4. Utilize formative assessment data to make in-the-moment instructional adjustments, to modify future lessons, and give targeted feedback to students:

- Renaissance Learning (STAR Reading & Star Math)
- Reading assessment subscription (ex. Freckle, Lexia)
- Teachers participated in 1:1 meetings on Student Assessment Team Meetings (Site Based) to review EL data to inform instruction and provide goals for students.
- Administer ELPAC assessment to assess ELD Levels

All teachers committed to use common formative assessments working with their grade level team.

Then teacher inputted the scores into Aeries Gradebook which was then pulled into Aeries Analytics to analyze student data. The data is analyzed at 1:1 student data meetings with their principal that allow time for teachers and their administrator to discuss and implement the necessary supports to meet the needs of each student. Our planned actions were partially effective in achieving our goal since our STAR reading scores are above 50% in all but one grade level. In addition, our math STAR scores are below 50% in one grade level as well. In addition, we are still Orange on the CA Dashboard for ELA and Math on the CAASPP. Our goal was successful but we were partially effective because we did not reach over 50% in all grades in STAR ELA and Math Data and per the CA Dashboard our Hispanic students are on Red in both ELA and Math. Based on this action and metric, for the upcoming LCAP, we will be continuing to implement and monitor our district assessment calendar, implement and monitor our Common Grade Level Assessments: Formative and Performance, implement and monitor our Common Grade Level Rubrics and have 1:1 Teacher Meetings so all students are seen, heard and supported to increase their academic achievement. We will monitor our success through STAR Reading and Math Assessments, TK-2nd Grade Orton-Gillingham Formative Assessments, California Dashboard CAASPP and ELPAC, and Reclassification Rates for our English Learners.

#### 1.6 Professional Learning:

This year, our school continues to develop and implement our school equity plan. In addition we are building our school capacity by having teacher leaders work with consultants and other staff to lead professional developments based on our district curriculums and best teaching practices for our English Language Learners such as the use of GLAD strategies. Teachers have signed up to be teacher leads in different curricular areas and learn more about that curricular area, collaborate to plan professional development and then present the professional development to their colleagues. Our action were partially effective but we would have liked to have higher percent positives in the YouthTruth Survey about instructional methods and academic challenges. Based on this action and metric, for the upcoming LCAP, we will be moving professional learning and development to goal three. We will be implementing curriculum Training and professional development for teachers and classified Staff (Orton-Gillingham, Fountas and Pinnell, Trauma Informed Practices, etc), Parenting Classes and Training in Aeries and Restorative Practices and pedagogical development for teachers and classified staff (Guided Language Acquisition by Design, Trauma Informed, etc) We will be monitoring it based on YouthTruth Survey questions about professional development from the staff.

Therefore, we completed our planned actions and made progress in the majority of our goals, however, we did not meet the goals entirely for this goal as seen in the metrics above and made changes to our new LCAP based on the ineffectiveness of any of the 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	Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95%	Aug. 2021- May. 2022: 97.5%	Aug. 2022-May 2023: 91.57%	Aug. 2023-May 2024: 92.09%	Achieve an attendance rate of 95%+
Chronic Absenteeism Rate	2019: 10% (Local 2021-22 data: 10%)	Unavailable: No CA Dashboard update in 2021	CA Dashboard: Status Update 2022 21.9% Very High	CA Dashboard: Status Update 2023 30.2% Very High	Achieve Chronic Absenteeism rate of 10%-
Suspension Rate	2019: 2% (Local 2021-22 data: 0%)	Unavailable: No CA Dashboard update in 2021	CA Dashboard: Status Update 2022 4% suspended at least one day	CA Dashboard: Status Update 2023 6% suspended at least one day	Decline by at least 0.3%, until 1% is reached.
Expulsion Rate	0%	0%	0%	0%	Maintain a 0% Expulsion Rate
Percentage of parents that feel the school is welcoming and friendly based on Youth Truth Survey Parent Results	69%	My school creates a friendly environment: 69% (Youth Truth Survey Results-parent results)	My School creates a friendly environment: 89% (Youth Truth Survey Results-parent results)	My School creates a friendly environment: 87% (Youth Truth Survey Results-parent results)	Increase percentage of parents by 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents that feel their child's learning environment is safe based on Youth Truth Survey Parent Results	2022 Baseline: My child's learning environment is safe: 76% (Youth Truth Survey Results-parent results)	N/A	My child's learning environment is safe: 76% (Youth Truth Survey Results-parent results)	My child's learning environment is safe: 82% (Youth Truth Survey Results-parent results)	Increase percentage of parents by 3% each year

## 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.

Below is the overall implementation of the actions to achieve the articulated goal. Under each action item is a discussion of the challenges and successes with the implementation process.

### 2.1 Whole Child Nurturance

This year, we focused on Programs and Services Developed and Provided to Unduplicated pupils and Individuals with exceptional needs:

- Provide counseling and health services for foster youth and low-income students as needed.
- Provide Restorative Practices Professional Development and Toolbox Consumable materials.
- Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.
- Provide opportunities to celebrate our differences and our growth

Success: We were able to provide counseling services for students who need additional support. Teachers committed to leading at least 2 times a week community circles and implemented our Social Emotional Learning Curriculum: Toolbox. In addition, all teachers committed to having 1:1 data analysis meetings (an integral part to MTSS) to address the needs of all students

Challenges: We are still working on increasing our attendance rating and minimizing our suspension rates per the CA Dashboard since we are on Red but we have no expulsions.

### 2.2 Lifelong Wellness

This year we worked on providing opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness through trauma informed practice training for all of our program assistants. In addition, we incorporated mindfulness and community-building activities into our staff and leadership meetings as well as within the classroom. We worked to create day to day connections to build relationships and trust as well as a growth mindset.

Success: We were able to provide trauma informed practices training for our counselors and incorporate community building activities into

our staff and leadership meetings.

Challenges: We are still working on ways to create opportunities for staff to engage in healthy activities as well as support healthy activities and balanced lifestyle.

### 2.3 Tools for Families

This year, we worked on enhancing educational opportunities for all families by developing a warm and welcoming school environment where families feel welcome. We worked on fostering ongoing relationships between families and schools through cultivating open lines of communication between families and schools.

Success: We were able to provide open lines of communication with families through our communication system: Parentsquare. In addition, 87% of parents said that our school creates a friendly environment based on the Youth Truth Survey Results.

Challenges: We are still working on ways to create and communicate to families a comprehensive list of district, school, and community resources as well as develop a series of Parent Education Evenings (district wide):parenting, nutrition, MTSS, Parent University.

### 2.4 School Safety

This year, we focused on:

- Maintenance/custodial staff completing maintenance repairs.
- Yard Duty Supervisors and Bus Duty Supervisors will supervise students during non-instructional time to ensure school safety and implementing trauma informed practices training with coaching 5 times in the year.
- Restorative Practice Professional Development led by lead teachers, representatives and/or administrators at the school site based on capacity training.

Success: We created a Facilities Master Plan, School Safety Plan, School Safety Committee, and Monthly Drills were implemented. We also continued Trauma informed practices training for all program assistants as well as continued Restorative Practice Trainings with teachers.

We have over 80% of parents stating that they feel their child's learning environment is safe and that the school is a friendly and welcoming place.

Challenges: We are still working on increasing the percentage of parents on the Youthtruth survey about school safety.

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

Material differences between Budget Expenditures and Estimated Actual Expenditures include the District overspending approximately \$78,000 towards Goal 2 Action 1 Whole Child Nurturance. The District opted to provide enriching and extended opportunities to unduplicated students including: SEL Curricula in the Classroom, integration and learning of exercise and nutrition, and additional counseling services through a contracted service.

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

Below is the overall implementation of the actions to achieve the articulated goal for the past three years. There have been different foci under each of the actions depending on our reflection on prior practice. However, we are still making progress to our goals over time due to unprecedented events such as COVID and recovering from our community being devastated with the 2017 fires. Under each metric is the action item and a discussion of the effectiveness/ineffectiveness with the implementation process.

Metrics Used: Attendance Percentage, Chronic Absenteeism, Suspension and Expulsion Rates

### 2.1 Whole Child Nurturance

This year, we focused on Programs and Services Developed and Provided to Unduplicated pupils and Individuals with exceptional needs:

- Provide counseling and health services for foster youth and low-income students as needed.
- Provide Restorative Practices Professional Development and Toolbox Consumable materials.
- Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.
- Provide opportunities to celebrate our differences and our growth

Effective:: We were able to provide counseling services for students who need additional support. Teachers committed to leading at least 2 times a week community circles and implemented our Social Emotional Learning Curriculum: Toolbox. In addition, all teachers committed to having 1:1 data analysis meetings (an integral part to MTSS) to address the needs of all students

Ineffective: We are still working on increasing our attendance rating and minimizing our suspension rates per the CA Dashboard since we are on Red but we have no expulsions.

Metrics Used: There were no metrics but anecdotal data used for this action.

### 2.2 Lifelong Wellness

This year we worked on providing opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness through trauma informed practice training for all of our program assistants. In addition, we incorporated mindfulness and community-building activities into our staff and leadership meetings as well as within the classroom. We worked to create day to day connections to build relationships and trust as well as a growth mindset.

Effective: We were able to provide trauma informed practices training for our counselors and incorporate community building activities into our staff and leadership meetings.

Ineffective: We are still working on ways to create opportunities for staff to engage in healthy activities as well as support healthy activities and balanced lifestyle.

Metrics: Youthtruth Survey question for families about the school creating a friendly environment.

### 2.3 Tools for Families

This year, we worked on enhancing educational opportunities for all families by developing a warm and welcoming school environment where families feel welcome. We worked on fostering ongoing relationships between families and schools through cultivating open lines of communication between families and schools.

Effective: We were able to provide open lines of communication with families through our communication system: Parentsquare. In addition, 87% of parents said that our school creates a friendly environment based on the Youth Truth Survey Results.

Ineffective: We are still working on ways to create and communicate to families a comprehensive list of district, school, and community resources as well as develop a series of Parent Education Evenings (district wide):parenting, nutrition, MTSS, Parent University.

Metrics: Youthtruth Survey question for families about the school being a safe environment for their child and the school is creating a friendly environment.

#### 2.4 School Safety

This year, we focused on:

- Maintenance/custodial staff completing maintenance repairs.
- Yard Duty Supervisors and Bus Duty Supervisors will supervise students during non-instructional time to ensure school safety and implementing trauma informed practices training with coaching 5 times in the year.
- Restorative Practice Professional Development led by lead teachers, representatives and/or administrators at the school site based on capacity training.

Effective: We created a Facilities Master Plan, School Safety Plan, School Safety Committee, and Monthly Drills were implemented. We also continued Trauma informed practices training for all program assistants as well as continued Restorative Practice Trainings with teachers. We have over 80% of parents stating that they feel their child's learning environment is safe and that the school is a friendly and welcoming place.

Ineffective: We are still working on increasing the percentage of parents on the Youthtruth survey about school safety.

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

We have made progress with goal two based on these actions and metrics, however, we need to continue to increase the well-being of our students based on school culture (suspension rates), Pupil Engagement (Chronic Absenteeism) and YouthTruth data on percent positives on school safety and friendly environment. There were no substantial differences in the implementation of the actions as described in the LCAP. However, for the upcoming LCAP, we will be condensing our actions to achieve our new LCAP goal. For example, our new LCAP goal two is about well-being and the three actions are school and classroom safety, culture of support and belonging and while child nurturance and lifelong wellness. This will allow us to focus on these actions and implement them in a more impactful way.

Below is a description of the planned actions and how they were implemented throughout the school year as well as if the planned actions were effective in achieving the goal and what we are going to do differently in the next LCAP based on the actions that were ineffective.

#### 2.1 Whole Child Nurturance

This year, we focused on Programs and Services Developed and Provided to Unduplicated pupils and Individuals with exceptional needs:

- Provide counseling and health services for foster youth and low-income students as needed.
- Provide Restorative Practices Professional Development and Toolbox Consumable materials.
- Provide a rich Multi-Tiered Systems of Support (MTSS) that addresses the needs of individual students.
- Provide opportunities to celebrate our differences and our growth

Our actions were effective in achieving this goal since we were able to provide counseling services for students who need additional support. Teachers committed to leading at least 2 times a week community circles and implemented our Social Emotional Learning Curriculum:

Toolbox. In addition, all teachers committed to having 1:1 data analysis meetings (an integral part to MTSS) to address the needs of all students. However, we are ineffective on increasing our attendance rating and minimizing our suspension rates per the CA Dashboard since we are on Red. Based on this action and metric, for the upcoming LCAP, implementing celebration of growth, consistent MTSS Implementation (with a focus on Tier 2), counseling and school psychologists to support our learners, Social Emotional Learning Curriculum and Activities, Sensory Room and Brain Breaks, PE Tech and Elevo and increasing our outside learning time. We will be monitoring this based on the Physical Fitness Testing as well as overlapping with YouthTruth survey questions and CA Dashboard data.

## 2.2 Lifelong Wellness

This year we worked on providing opportunities and experiences for staff to understand and support their own and each other's social, emotional, and physical wellness through trauma informed practice training for all of our program assistants. In addition, we incorporated mindfulness and community-building activities into our staff and leadership meetings as well as within the classroom. We worked to create day to day connections to build relationships and trust as well as a growth mindset. Our actions were effective in achieving this goal since we were able to provide trauma informed practices training for our counselors and incorporate community building activities into our staff and leadership meetings. However, we are still working on ways to create opportunities for staff to engage in healthy activities as well as support healthy activities and balanced lifestyle. Based on this action and metric, for the upcoming LCAP, we are combining this action with Whole Child Nurturance. We will be implementing celebration of growth, consistent MTSS Implementation (with a focus on Tier 2), counseling and school psychologists to support our learners, Social Emotional Learning Curriculum and Activities, Sensory Room and Brain Breaks, PE Tech and Elevo and increasing our outside learning time. We will be monitoring this based on the Physical Fitness Testing as well as overlapping with YouthTruth survey questions and CA Dashboard data.

## 2.3 Tools for Families

This year, we worked on enhancing educational opportunities for all families by developing a warm and welcoming school environment where families feel welcome. We worked on fostering ongoing relationships between families and schools through cultivating open lines of communication between families and schools. Our actions were effective in achieving this goal since we were able to provide open lines of communication with families through our communication system: ParentSquare. In addition, 87% of parents said that our school creates a friendly environment based on the Youth Truth Survey Results. However, we are still working on ways to create and communicate to families a comprehensive list of district, school, and community resources as well as develop a series of Parent Education Evenings (district wide):parenting, nutrition, MTSS, Parent University. Based on this action and metric, for the upcoming LCAP, we are combining this with our goal three about community and family partnerships. Specifically, goal three action three: family and community engagement. We will be implementing Coffee with the Principal, Virtual Information Nights, Family Engagement Nights (math/science/ELA), School Based Performances, Family Events (ex. skate night, movie night, etc) , ParentSquare communication system and more after school enrichment, clubs and sports. We will be monitoring this based on ParentSquare Analytics for Participation, Participation Percentage of Parents for Events and Conferences, YouthTruth Survey: Parent Engagement Numbers, YouthTruth Survey: Student Engagement question, and YouthTruth Survey: Staff Engagement question.

## 2.4 School Safety

This year, we focused on:

- Maintenance/custodial staff completing maintenance repairs.

- Yard Duty Supervisors and Bus Duty Supervisors will supervise students during non-instructional time to ensure school safety and implementing trauma informed practices training with coaching 5 times in the year.
- Restorative Practice Professional Development led by lead teachers, representatives and/or administrators at the school site based on capacity training.

Our actions were effective in achieving this goal since we created a Facilities Master Plan, School Safety Plan, School Safety Committee, and Monthly Drills were implemented. We also continued trauma informed practices training for all program assistants as well as continued Restorative Practice Trainings with teachers. We have over 80% of parents stating that they feel their child's learning environment is safe and that the school is a friendly and welcoming place. Based on this action and metric, for the upcoming LCAP, we are combining this action with classroom environment and school safety. We will be implementing classroom routines and procedures, co-created classroom rules, collaborative conversations and open discourse, restorative practices, safety plans and committees and drills. We will be monitoring this based on YouthTruth survey: friendly environment and school safety questions, suspension rates, expulsion rates, assertive discipline and counseling data from Aeries Analytics and the Facilities in Good Repair (FIT report).

**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	Community: Strengthen our community by embracing change and cultivating a growth mindset.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (Local Indicator)	"Met" (see local indicators for detailed report)	Baseline: Youth Truth Survey: 65% Family Engagement	Youth Truth Survey: 68% Family Engagement  92% of Spanish-speaking parents/guardians of students feel included in planning school activities  68%% of parents/guardians feel empowered to play a meaningful role in decision-making at school  70% of parents/guardians feel valued at school	Youth Truth Survey: 69% Family Engagement  75% parents/guardians of students feel included in planning school activities  74% of parents/guardians feel empowered to play a meaningful role in decision-making at school  76% of parents/guardians feel valued at school	Increase 5% rating on survey for each YouthTruth question about family engagement
% of staff who feel like a valued member of school community	91%	Baseline: Youth Truth Survey: 96% Students Engagement	Youth Truth Survey: 87% Students Engagement	Youth Truth Survey: 93% Students Engagement	Maintain or exceed 96% rating on survey for % of students who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					are engaged with the school community
% of staff who feel PD is important to educational growth (this metric changed due to move to Youth Truth survey and change in question format). New question addressing student sense of belonging.	82%	Baseline: Youth Truth Survey: 52% Students Belonging	Youth Truth Survey: 22% Students Belonging	Youth Truth Survey: 33% Students Belonging	Exceed 52% rating on survey for % of students who feel belonging in their school community
% of staff work in a collaborative manner	91%	Baseline: Youth Truth Survey: 56% Staff Engaged	Youth Truth Survey: 74% Staff Engaged	Youth Truth Survey: 87% Staff Engaged	Exceed 56% rating on survey for % of staff who are engaged with the school community
% of students have access to a technology device	100%	100%	100%	100%	Maintain 100% regarding % of students have access to a technology device
Parental participation in school programs- New Metric: Number and percentage of parents/guardians responded to 2023 YouthTruth Family Survey*  Percentage of respondents in the YouthTruth Survey	35% (Due to COVID)	40% (Due to COVID)	Overall Parent Participation: 81 parents/guardians (46% of the population) responded to 2023 YouthTruth Family Survey  29% of respondents in the YouthTruth Survey were Hispanic	Overall Parent Participation: 55 parents/guardians (31% response rate) responded to 2023 YouthTruth Family Survey  29% of respondents in the YouthTruth Survey were Hispanic	Continue to increase parental participation each year by a minimum of 5% in all subcategories.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
are Hispanic, White, English-speaking			<p>27% of respondents in the YouthTruth Survey were White</p> <p>76% of respondents in the YouthTruth Survey were English-Speaking</p>	<p>38% of respondents in the YouthTruth Survey were White</p> <p>81% of respondents in the YouthTruth Survey were English-Speaking</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.

Below is the overall implementation of the actions to achieve the articulated goal. Under each action item is a discussion of the challenges and successes with the implementation process.

### 3.1 Community and Parental Partnerships

This year, we had parental participation in programs for unduplicated pupils and individuals with exceptional needs through our ELAC and DELAC Meetings as well as family/community events (ex. Welcome Back Social, Dances, Winter Performance, and Bring Someone Special to School ). For community partnerships, we partnered with ELEVO to provide SEL movement activities for students and planning time for teachers and partnered with Keystone to provide counseling services to support our student needs.

Successes: 69% of parents reported on the Youth Truth Survey they felt engaged with the school. Specifically, 75% parents/guardians of students feel included in planning school activities and 74% of parents/guardians feel empowered to play a meaningful role in decision-making at school. In addition, 76% of parents/guardians feel valued at school.

Challenges: We are still working on increasing participation in the YouthTruth survey and increasing our scores even more.

### 3.2 After School Engagement:

This year, we implemented three six week sessions (Fall, Winter and Spring) of after school enrichments for our students with priority to our unduplicated students. Some of these afterschool enrichment programs included:

arts and crafts, dance, film, tutoring, computer classes, sports, etc... We provided supplies and materials for the After school programs as well as provided an after school Homework Club using an instructional assistant (Pos #463).

Successes: We had 60 unduplicated students in the Fall, 58 in the Winter and 68 in the Spring session for after school enrichments.

Challenges: We are still working on increasing our unduplicated students participation in after school enrichments.

### 3.3 Technology:

This year, we focused on:

- Providing technology training for teachers and classified staff on technology skills and online education programs
- Incorporate digital citizenship and technology fluency skills into curricula based on technology standards from our Technology TOSA
- Implement multiple software programs that enhance student learning
- Increased use of Aeries as our SIS system and delved deeper into the data management side of Aeries using Aeries Analytics

Successes: All teachers were trained and are committed to using Aeries, Aeries Gradebook and Aeries Analytics to help analyze the needs of all students in order to implement supports based on student needs. Also, a library/media tech position has continued to support our unduplicated students with literacy and digital citizenship skills. In addition, we have 100% of students with access to a technological device since we have 1:1 devices at our school.

Challenges: We are still working on how to seamlessly enter the data and create report cards for parents to view based on common assessments.

### 3.4 and 3.5 School Culture:

This year, we focused on:

- Utilized Youth Truth Surveys to elicit parents, staff and students' feedback and input
- Outreach worker supported with parent education and translation of school documents
- Contracted nurse through SCOE to support student health needs and CPR trainings
- Continued Celebrations of Growth at Board Meetings and School Site such as award assemblies and school spotlights.

Successes: We increased engagement at our school as seen in the YouthTruth Survey questions about engagement with students (93% engaged), families (69% engaged) and staff (87% engaged). Staff's responses have increased from 55%-87% in the past 3 years.

Challenges: We are working on getting a larger response rate on the YouthTruth Survey from families. In addition, we are working on increasing students' scores in belonging.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures include approximately an additional \$41,000 in expenditures related to Goal 3 Action(s) 4 and 5. The District opted to implement more advanced software programs to enhance student learning. The District also opted to provide additional supplemental services with an Outreach Worker to provide continued parent education.

Below is the overall implementation of the actions to achieve the articulated goal for the past three years. There have been different foci under each of the actions depending on our reflection on prior practice. However, we are still making progress to our goals over time due to unprecedented events such as COVID and recovering from our community being devastated with the 2017 fires. Under each metric is the action item and a discussion of the effectiveness/ineffectiveness with the implementation process.

Metrics Used: YouthTruth Survey about engagement for students, staff and parents, YouthTruth survey about parents feeling included and valued at school, and participating in YouthTruth survey

### 3.1 Community and Parental Partnerships

This year, we had parental participation in programs for unduplicated pupils and individuals with exceptional needs through our ELAC and DELAC Meetings as well as family/community events (ex. Welcome Back Social, Dances, Winter Performance, and Bring Someone Special to School ). For community partnerships, we partnered with ELEVO to provide SEL movement activities for students and planning time for teachers and partnered with Keystone to provide counseling services to support our student needs.

Effective: 69% of parents reported on the Youth Truth Survey they felt engaged with the school. Specifically, 75% parents/guardians of students feel included in planning school activities and 74% of parents/guardians feel empowered to play a meaningful role in decision-making at school. In addition, 76% of parents/guardians feel valued at school.

Ineffective: We are still working on increasing participation in the YouthTruth survey and increasing our scores even more.

Metrics Used: Local Metrics about unduplicated student participation in after school engagement programs

### 3.2 After School Engagement:

This year, we implemented three six week sessions (Fall, Winter and Spring) of after school enrichments for our students with priority to our unduplicated students. Some of these afterschool enrichment programs included:

arts and crafts, dance, film, tutoring, computer classes, sports, etc... We provided supplies and materials for the After school programs as well as provided an after school Homework Club using an instructional assistant (Pos #463).

Effective: We had 60 unduplicated students in the Fall, 58 in the Winter and 68 in the Spring session for after school enrichments.

Ineffective: We are still working on increasing our unduplicated students participation in after school enrichments.

Metrics Used: % of students have access to a technology device

### 3.3 Technology:

This year, we focused on:

- Providing technology training for teachers and classified staff on technology skills and online education programs
- Incorporate digital citizenship and technology fluency skills into curricula based on technology standards from our Technology TOSA
- Implement multiple software programs that enhance student learning
- Increased use of Aeries as our SIS system and delved deeper into the data management side of Aeries using Aeries Analytics

Effective: All teachers were trained and are committed to using Aeries, Aeries Gradebook and Aeries Analytics to help analyze the needs of all students in order to implement supports based on student needs. Also, a library/media tech position has continued to support our unduplicated students with literacy and digital citizenship skills. In addition, we have 100% of students with access to a technological device since we have 1:1 devices at our school.

Ineffective: We are still working on how to seamlessly enter the data into Aeries Analytics.

Metrics Used: YouthTruth Survey about engagement for students, families and staff. YouthTruth Survey about belonging for students.  
3.4 and 3.5 School Culture:

This year, we focused on:

- Utilized Youth Truth Surveys to elicit parents, staff and students' feedback and input
- Outreach worker supported with parent education and translation of school documents
- Contracted nurse through SCOE to support student health needs and CPR trainings
- Continued Celebrations of Growth at Board Meetings and School Site such as award assemblies and school spotlights.

Effective: We increased engagement at our school as seen in the YouthTruth Survey questions about engagement with students (93% engaged), families (69% engaged) and staff (87% engaged). Staff's responses have increased from 55%-87% in the past 3 years.

Ineffective: We are working on getting a larger response rate on the YouthTruth Survey from families. In addition, we are working on increasing students' scores in belonging.

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

We have made progress with goal three based on these actions and metrics, however, we need to continue to increase the community partnerships and participation based on our YouthTruth data on percent positives on school safety and friendly environment. There were no substantial differences in the implementation of the actions as described in the LCAP. However, for the upcoming LCAP, we will be condensing our actions to achieve our new LCAP goal. For example, our new LCAP goal two is about well-being and the three actions are school and classroom safety, culture of support and belonging and while child nurturance and lifelong wellness. This will allow us to focus on these actions and implement them in a more impactful way.

Below is a description of the planned actions and how they were implemented throughout the school year as well as if the planned actions were effective in achieving the goal and what we are going to do differently in the next LCAP based on the actions that were ineffective.

### 3.1 Community and Parental Partnerships

This year, we had parental participation in programs for unduplicated pupils and individuals with exceptional needs through our ELAC and DELAC Meetings as well as family/community events (ex. Welcome Back Social, Dances, Winter Performance, and Bring Someone Special to School ). For community partnerships, we partnered with ELEVO to provide Social Emotional Learning movement activities for students and planning time for teachers and partnered with Keystone to provide counseling services to support our student needs. Our action was successful because 69% of parents reported on the Youth Truth Survey they felt engaged with the school. Specifically, 75% parents/guardians of students feel included in planning school activities and 74% of parents/guardians feel empowered to play a meaningful role in decision-making at school. In addition, 76% of parents/guardians feel valued at school. We are still working on increasing participation in the YouthTruth survey and increasing our scores even more. Based on this action and metric, for the upcoming LCAP, we are combining community and parental partnership with after school engagement to increase our partnerships that match our district goals. Specifically, we are implementing more after school activities with our afterschool Partners (YMCA, Art and Soul, AV Film), continue with Elevo and Keystone

Counseling Services, district 6th Grade Camp and find ways to increase our volunteers on campus. We will be monitoring this based on the number of partnerships in the district and percentage of students participating in partnerships.

### 3.2 After School Engagement:

This year, we implemented three six week sessions (Fall, Winter and Spring) of after school enrichments for our students with priority to our unduplicated students. Some of these afterschool enrichment programs included:

arts and crafts, dance, film, tutoring, computer classes, sports, etc... We provided supplies and materials for the After school programs as well as provided an after school Homework Club using an instructional assistant (Pos #463). Our action was successful because we had 60 unduplicated students in the Fall, 58 in the Winter and 68 in the Spring session. We are still working on increasing our unduplicated students participation in after school enrichments. Based on this action and metric, for the upcoming LCAP, we are combining community and parental partnership with after school engagement to increase our partnerships that match our district goals. Specifically, we are implementing more after school activities with our after school Partners (YMCA, Art and Soul, AV Film), continue with Elevo and Keystone Counseling Services, district 6th Grade Camp and find ways to increase our volunteers on campus. We will be monitoring this based on the number of partnerships in the district and percentage of students participating in partnerships.

### 3.3 Technology:

This year, we focused on:

- Providing technology training for teachers and classified staff on technology skills and online education programs
- Incorporate digital citizenship and technology fluency skills into curricula based on technology standards from our Technology TOSA
- Implement multiple software programs that enhance student learning
- Increased use of Aeries as our SIS system and delved deeper into the data management side of Aeries using Aeries Analytics

Our action was successful because all teachers were trained and are committed to using Aeries, Aeries Gradebook and Aeries Analytics to help analyze the needs of all students in order to implement supports based on student needs. Also, a library/media tech position has continued to support our unduplicated students with literacy and digital citizenship skills. In addition, we have 100% of students with access to a technological device since we have 1:1 devices at our school. We are still working on how to seamlessly enter the data and create report cards for parents to view based on common assessments. Based on this action and metric, for the upcoming LCAP, we are combining technology with our curriculum and pedagogy action in goal one. We will be continuing to implement a culturally responsive curriculum, differentiated Instruction (including technology software) and yearlong planning. We will be monitoring this based on YouthTruth survey questions about instructional methods and academic challenges as well as standard aligned materials, Williams complaints, broad course of study EL Access to CA standards and misassignment of teachers. We are determined that if we provide equitable access across our district to curriculum that represents our students and use the pedagogy of that subject area, including technology standards, we will increase all of our metrics.

### 3.4 and 3.5 School Culture:

This year, we focused on:

- Utilized Youth Truth Surveys to elicit parents, staff and students' feedback and input
- Outreach worker supported with parent education and translation of school documents
- Contracted nurse through SCOE to support student health needs and CPR trainings
- Continued Celebrations of Growth at Board Meetings and School Site such as award assemblies and school spotlights.



Our actions were successful to increase engagement at our school as seen in the YouthTruth Survey questions about engagement with students (93% engaged), families (69% engaged) and staff (87% engaged). Staff's responses have increased from 55%-87% in the past 3 years. However, we are working on getting a larger response rate on the YouthTruth Survey from families. In addition, we are working on increasing students' scores in belonging. Based on this action and metric, for the upcoming LCAP, we are moving this action and changing it to a culture of support and belonging. We will be implementing it based on restorative practices and community circles, trauma informed practices and self regulation tools, school equity plans (trusted adult at school), attendance action plans, leadership opportunities and buddy learning for our students. We will be monitoring this based on YouthTruth Survey: Youth Truth- feeling a sense of belonging questions for each survey, local metric attendance data and chronic absenteeism rate based on the California Dashboard. We are determined that if we provide these actions district wide, we will increase all of our metrics and students will feel a sense of belonging and support at our school sites.

**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](mailto: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
Piner-Olivet Union School District	Tony Roehrick Superintendent	troehrick@pousd.org 707-522-3000

## 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.

The Piner-Olivet Union School District (POUSD) oversees four charter schools and one "district" school which is Jack London Elementary School, a TK-6th grade school. The data represented in this report focuses solely on Jack London. District charter schools (Piner-Olivet Charter School (7th and 8th grade), Northwest Prep (7th-12th grade), Olivet Elementary (TK-6th), and Morrice Schaefer (TK-6th) will complete their own LCAP. Our district's vision is: Inspiring joyful and innovative learning in an ever-changing world. Our district mission is "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth." The enrollment of Jack London Elementary (which is technically the same enrollment as "Piner-Olivet Union School District" for the purpose of state reporting) has approximately 260 students, where 64.7% of students are considered socio-economically disadvantaged and 20% are considered English Language learners and 0% are considered Foster Youth. POUSD is proud of our long and storied history, as we are celebrating over 100 years of success, serving Santa Rosa students and their families. In more recent history, we were awarded the CDE's

"Pivotal Practice Award" in 2022. Our Coffey Park Neighborhood has been struggling during unprecedented times the past few years starting with the 2017 fires, COVID19 Pandemic and Distance Learning. However, our community has been rebounding, rebuilding, and our enrollment is starting to increase at Jack London School.

## Reflections: Annual Performance

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

Here is a reflection on our annual performance from 2022 and 2023 based on the California School Dashboard and local data.

Piner-Olivet Union School District's Data in 2022

Pupil Achievement: Very Low, both ELA and Math (Students with Disabilities)

Pupil Engagement: Chronic Absenteeism: Very High (Students with Disabilities)

School Climate: Suspension: Very High (No student group)

Access to a Broad Course of Study: Standard Not Met

Outcomes in a Broad Course of Study: Not Applicable

Piner-Olivet Union School District's Data in 2023

Pupil Achievement: ELA and Math: Red (Very Low) (Hispanic Students)

Pupil Engagement: Chronic Absenteeism: Red (Very Low) (Hispanic Students, Socioeconomically disadvantaged students, English Learners, All)

School Climate: Suspension: Red (Very Low) (Socioeconomically disadvantaged students, Students with Disabilities and White)

Access to a Broad Course of Study: Standard Not Met two or more years

Outcomes in a Broad Course of Study: Not Applicable

Based on these dashboard and local data performance scores, we are involved in Differentiated Assistance with Sonoma County Office of Education.

Below is a link to the California Dashboard Data to see the indicators:

[https://docs.google.com/document/d/1ABcfy112\\_OkT1n6facPTsL\\_ZIGqkfpeFYJXqUYYf92o/edit?usp=sharing](https://docs.google.com/document/d/1ABcfy112_OkT1n6facPTsL_ZIGqkfpeFYJXqUYYf92o/edit?usp=sharing)

Here is a brief reflection on the successes and challenges:

Pupil Achievement in ELA and Math for Students with Disabilities and Hispanic Students:

Success: Increase in local data on STAR Reading and STAR Math, implementation of Orton-Gillingham phonics program, common curriculum and assessments throughout the district in all subject areas

Challenges: Implementation of common curriculum throughout entire district, implementation of differentiation of curriculum to meet needs of all students

Pupil Engagement based on Chronic Absenteeism for Students with Disabilities, Hispanic Students and Socioeconomically disadvantaged students:

Success: Identifying students with chronic absenteeism, conducting empathy interviews

Challenge: Providing all wrap around services needed to support family needs

School Climate based on Suspension Rate for Socioeconomically disadvantaged students:  
Success: Implemented Restorative Practices and Social-Emotional Curriculum districtwide  
Challenge: Structured systems for implementing restorative practices throughout the district

Access to a Broad Course of Study-  
Success: Implementing common curriculum in all subject areas throughout the district  
Challenge: N/A

Outcomes in a Broad Course of Study-  
Success: Implementing common assessments throughout the district that align with district curriculum  
Challenge: N/A

Here is a brief summary on how we are addressing the identified needs of student groups (Students with Disabilities, Hispanic Students and Socioeconomically disadvantaged students) :

1. Created continuous improvement teams to target and address our areas in Red based on the California Dashboard ELA/Math (Hispanic Students and Students with Disabilities), Chronic Absenteeism (Students with Disabilities, Hispanic Students and Socioeconomically disadvantaged students), Suspension (Socioeconomically disadvantaged students)

2. Data dive and analysis of identified needs of student groups (see above)

3. Creation of our Urgent Articulated Problems:

English Language Arts: Our Hispanic population (72 students) are 71.5 points below standard in ELA compared to 47.8 points below standard for our White student population (38 students).

Math: Our Hispanic population (72 students) are 71.5 points below standards in Math compared to 13.6 points below standard for the State of California.

Pupil Engagement (Chronic Absenteeism): Our Socioeconomically disadvantaged population (178 students) are 33.7% chronically absent compared to 24% chronically absent student population for Sonoma County.

School Climate (Suspension): Our Socioeconomically disadvantaged students (180 students) have 6.1% suspended at least 1 day compared to 3.5% suspended at least 1 day for the State of California.

4. Meeting quarterly with our continuous improvement team and county office of education

5. Based on our Urgent Articulated Problem receiving customized support and collaboration at our school sites to support our identified needs of student groups

6. Professional Learning from our county office of education in the areas of need based on our Urgent Articulated Problems (ELA, Math, Chronic Absenteeism, and Suspension Rates)

Below are the required actions to meet all of our red indicators:

\*Required Actions to meet Red Indicators for Pupil Achievement (ELA and Math): Hispanic-

Goal One: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

Action One: Student Engagement

Action Two: Curriculum and Pedagogy

### Action Three: Assessment

Goal Three: Community: Strengthen our community by embracing change, accepting others, and cultivating a growth mindset.

Action One: Partnerships

Action Two: Professional Learning and Development

\*Required Actions to meet Red Indicators for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All-

Goal One: Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and academic achievement.

Action One: Student Engagement

Goal Two: Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

Action One: School and Classroom Safety

Action Two: Culture of Support and Belonging

Action Three: Whole Child Nurturance and Lifelong Wellness

Goal Three: Community: Strengthen our community by embracing change, accepting others, and cultivating a growth mindset.

Action One: Partnerships

Action Two: Professional Learning and Development

Action Three: Family and Community Engagement

\*Required Actions to meet Red Indicators for School Climate (Suspension): Socioeconomically disadvantaged students, Students with Disabilities and White-

Goal Two: Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.

Action One: School and Classroom Safety

Action Two: Culture of Support and Belonging

Action Three: Whole Child Nurturance and Lifelong Wellness

Goal Three: Community: Strengthen our community by embracing change, accepting others, and cultivating a growth mindset.

Action Two: Professional Learning and Development

Action Three: Family and Community Engagement

Priority Number	Priority Area	Criteria
4	Pupil Achievement	Very Low, both ELA and Math <ul style="list-style-type: none"> <li>Students w/ Disabilities</li> </ul>
5	Pupil Engagement - Chronic Absenteeism	Very High <ul style="list-style-type: none"> <li>Students w/ Disabilities</li> </ul>
6	School Climate—Suspension	Very High <ul style="list-style-type: none"> <li>No students in group</li> </ul>
7	Access to a Broad Course of Study	Standard not met
8	Outcomes in a Broad Course of Study	Not applicable

Priority Number	Priority Area	Criteria
4	Pupil Achievement	ELA and Math: Hispanic <b>Red (Very Low)</b> ELA & Math
5	Pupil Engagement - Chronic Absenteeism	Very High <b>Red (Very Low)</b> <ul style="list-style-type: none"> <li>Hispanic</li> <li>Socioeconomically disadvantaged</li> </ul>
6	School Climate - Suspension	Very High <b>Red (Very Low)</b> <ul style="list-style-type: none"> <li>Socioeconomically disadvantaged</li> </ul>
7	Access to a Broad Course of Study	Standard not met two or more years
8	Outcomes in a Broad Course of Study	Not applicable



## Indicators and Priority Area Overview for Piner- Olivet Union

### State Indicators Overview:

Indicator	Priority Area
Chronic Absenteeism	5
Suspension Rate	6
English Learner Progress	4
Graduation Rate	5
College/Career (High School Only)	8
English Language Arts	4
Mathematics	4



## Reflections: Technical Assistance

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

Piner-Olivet Union School District is eligible for Differentiated Assistance based on the California Dashboard for 2023 and 2022.

Here is a brief summary on how we are addressing the identified needs of student groups (Students with Disabilities, Hispanic Students and Socioeconomically disadvantaged students) :

1. Created continuous improvement teams to target and address our areas in Red based on the California Dashboard ELA/Math (Hispanic Students and Students with Disabilities), Chronic Absenteeism (Students with Disabilities, Hispanic Students and Socioeconomically disadvantaged students), Suspension (Socioeconomically disadvantaged students)

2. Data dive and analysis of identified needs of student groups (see above)

3. Creation of our Urgent Articulated Problems:

English Language Arts: Our Hispanic population (72 students) are 71.5 points below standard in ELA compared to 47.8 points below standard for our White student population (38 students).

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4. Meeting quarterly with our continuous improvement team and county office of education

5. Based on our Urgent Articulated Problem receiving customized support and collaboration at our school sites to support our identified needs of student groups

6. Professional Learning from our county office of education in the areas of need based on our Urgent Articulated Problems (ELA, Math, Chronic Absenteeism, and Suspension Rates)

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# 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
Parents	LCAP survey for input sent to all parents, slideshow presentation about LCAP was presented at parent meetings, parent representatives were invited to our LCAP brainstorming/feedback meeting. Some general feedback from parents included: ensure curriculum represents everyone so that all cultures are engaged, focus on core curriculum and science, close campuses for safety, parent nights on restorative practices, trauma informed practices and fun social nights.
Students	Focus student groups and visits to all 4th and 5th grade classrooms for input and ideas on our LCAP goals and how to implement them in our schools. Some general feedback from students included: More art, after school enrichment activities, group projects, and family nights.
Teachers	LCAP survey for input sent to all teachers, slideshow presentation about LCAP was presented at staff meeting, teacher representatives were invited to our LCAP brainstorming/feedback meeting. Some general feedback from teachers included: Assessments for TK-2nd to identify growth in those grade levels, school psychologists and counseling, Culturally Responsive Curriculum and Differentiated Instruction.
Principals and Administrators	Leadership Retreat to review past goals, possible new goals, actions and metrics to begin brainstorm about LCAP, leadership team presented possible LCAP goals and actions to staff during staff meeting, parents during parent meetings and were represented to LCAP brainstorming/feedback meeting. Some general feedback from

Educational Partner(s)	Process for Engagement
	principals and administrators included: equity work, support for student needs (counselor, psychologist, Elevo, differentiated instruction), and consistency within the school district in curriculum.
Classified Staff	LCAP survey for input sent to all classified staff, slideshow presentation about LCAP was presented at staff meeting, classified representatives were invited to our LCAP brainstorming/feedback meeting. Some general feedback from Classified Staff included: Continue to build Restorative Practices, Trauma-Informed Practices and strengthen the consistency of SEL programs across district and to have fully staffed program assistants.
Local Collective Bargaining Units	LCAP survey for input sent to all union members, slideshow presentation about LCAP was presented at staff meeting, representatives were invited to our LCAP brainstorming/feedback meeting. Some general feedback from Local Collective Bargaining Units were: can we guarantee PE Tech and Elevo for the full LCAP cycle and the need for full time counselors and two school psychologists.
English Language Parent Advisory Committee	LCAP survey for input sent to all parents and technology was provided to help parents complete survey in Spanish, slideshow presentation about LCAP was presented at DELAC meeting, representatives were invited to our LCAP brainstorming/feedback meeting: parent information nights, learning new languages and more ELD support.
Special Education Local Plan Area Administrator	LCAP slideshow was shared with our SELPA director and feedback was provided about LCAP on May 8th. One comment was to assure that your special education team and parent voice is included.
School Site Council	LCAP slideshow presentation was presented at School Site Council and LCAP Survey was filled out with feedback. Some general feedback from parents included: Emphasis should be on EQUITY for student access to programs/education in school, not equality and that parents should be educated on SEL and Restorative Practices so there is a shared language at home.
Piner-Olivet Union School District Board	LCAP slideshow presentation was presented to the board on May 8th. Some general feedback from the board included praise for feedback

Educational Partner(s)	Process for Engagement
	from certificated, classified, parents and students. The LCAP was approved by the Board on June 12th.

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

We engaged our educational partners several ways throughout the 2023-2024 school year and used their feedback to make changes, edit and enhance our LCAP.

1. We provided all educational partners with a survey that discussed the possible LCAP goals, actions and possible metrics to use to determine if we met our goals.
2. We compiled a LCAP slideshow that incorporated the data from the surveys and comments from the surveys.
3. We shared the slideshow at multiple meetings with different educational partners such as Parent Organizations, School Site Council, Instructional Leadership Teams, Staff Meetings, DELAC meeting
4. We visited all 4th and 5th grade classrooms and had student focus groups to receive more input about the goals and actions to meet the goals
5. We held a district committee LCAP meeting with representatives from all educational partners to review all of the data compiled from parents, staff, students in order to incorporate all of the ideas and implementation of the LCAP based on budget and resources available. Some of the comments and suggestions that were included are as follows:  
 Goal One: Include TK-2nd Grade Assessments in metrics for goal one to include all grade levels and to use attendance percentages to help determine student engagement in metrics  
 Goal Two: Include data from Aeries on discipline and counseling to see improvement in metrics  
 Goal Three: Add acceptance of others to the third goal and include parent engagement nights (ex. math, science, reading nights) and parent classes/information nights (ex. learning English, Restorative Practices, Trauma Informed Practices, and learning how to use our Student Data Information System) to actions
6. We sent the final presentation to our special education local plan area administrator for additional feedback
7. We presented the final goals, actions and metrics with all of the input to the board in May for additional feedback and then wrote the LCAP to present to the Board on June 12th

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>Learning Experiences: Promote learning experiences that inspire inquiry, engagement, collaboration, innovation, and increase academic achievement.</p> <p>Required Actions to meet Red Indicators and DA for Pupil Achievement (ELA and Math): Hispanic-</p> <p>Action One: Student Engagement</p> <p>Action Two: Curriculum and Pedagogy</p> <p>Action Three: Assessment</p> <p>Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism):</p> <p>Hispanic Students, Socioeconomically disadvantaged students, English Learners, All</p> <p>Action One: Student Engagement</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>Piner-Olivet Union School District has developed this goal based on our dashboard and local STAR data since our 2023 dashboard shows certain student groups are low in pupil achievement in ELA and Math and our Pupil engagement is very high within our Hispanic and Socioeconomically disadvantaged student populations. In addition, our STAR data in reading and math needs improvement.</p> <p>Our actions and metrics are grouped together to help us achieve this goal. Below you will see our actions and how our metrics meet each of the action items.</p> <p>Action One: Student Engagement</p> <p>Engagement strategies capitalize and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning to ensure that all students have access to, and are expected to participate</p> <p>Metrics for Student Engagement: YouthTruth Survey: Student Engagement Questions, Programs and Services Developed and Provided to Unduplicated Students and Attendance Percentages</p>
--

### Action Two: Curriculum and Pedagogy

Focus on strategic yearlong planning using our curriculum that informs units in support of students and instructing students using pedagogical content knowledge, culturally responsive, and ELD supports (designated and integrated) to meeting grade level standards. Metrics for Curriculum and Pedagogy: YouthTruth Survey: Instructional Methods and Academic Challenges Questions, Standards Aligned Materials, Williams Complaints, Broad Course of Study, Misassignment of Teachers and EL Access to CA Standards and ELD Standards

### Action Three: Assessment

Use observable systems and routines for recording and using multiple assessment to support students' learning based on learning targets. Metrics for Assessment: Star Reading and Math, TK-2nd Grade Orton-Gillingham Formative Assessment, CA Dashboard: CAASPP and EL Progress (ELPAC) and Reclassification of our English Language Learners

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Data: Percent Positive of students who answered on the YouthTruth Survey about Student Engagement: Does your teacher want you to do your best?	Spring 2024 YouthTruth Student Survey about Student Engagement: Does your teacher want you to do your best? 84% Percent Positive			Increase Student Engagement at least 5% Percent Positive each year	
1.2	Local Data: Programs and Services Developed and Provided to Unduplicated Students (Percentage of Unduplicated students participating in ELOP during the Fall, Winter, Spring Sessions and Summer School)	Fall Session: 60 students Winter Session: 58 students Spring Session: 68 students Summer School: 46% of students enrolled in summer school are unduplicated students			Increase to 75 students for all sessions and increase to over 50% for summer school for enrolled unduplicated students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Attendance Percentage: Aeries SIS	92.09% Attendance Rate			Increase Attendance Rate by 3% each year	
1.4	Local Data: Percent positive of students who answered on the Youth Truth Survey positive about instructional methods: Does your teacher ask if you are understanding what you are learning?	Spring 2024 YouthTruth Student Survey about instructional methods: Does your teacher ask if you are understanding what you are learning? 46% Percent Positive			Increase Instructional Methods at least 5% Percent Positive each year	
1.5	Local Data: Percent positive of students who answered on the Youth Truth Survey positive about academic challenges: Does the work you do for class really make you think?	Spring 2024 YouthTruth Student Survey about academic challenges: Does the work you do for class really make you think? 34% Percent Positive			Increase Academic Challenges at least 5% Percent Positive each year	
1.6	Implementation of Academic Content Standards: Standards Aligned Materials	100%			Continue to reach 100% for Standards Aligned Materials	
1.7	Student Access to Instructional materials: Williams Complaints	0			Continue to reach 0 Williams Complaints	
1.8	Broad Course of Study	Standards Not Met			Reach standard met benchmark for Broad Course of Study	
1.9	Properly Credentialed Teachers	100%			Continue to reach 100% for properly	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					credentialed teachers	
1.10	EL Access to California Standards and ELD Standards	100%			Continue to reach 100% for EL access to standards	
1.11	Local Indicator: ELA Academic Indicator: Utilization of 2023--24 STAR results to establish each student's (K-6) baseline achievement levels	Spring 2024 STAR Results for ELA: Early Literacy (TK-1st): 39% 2: 46% 3: 37% 4: 34% 5: 36% 6: 41%			Each student achieving + 50% STAR at or above grade level equivalency each school year	
1.12	Local Indicator: Math Academic Indicator: Utilization of 2023--24 STAR results to establish each student's (K-6) baseline achievement levels	May 2024 STAR Results for Math: TK: N/A K: N/A 1: N/A 2: 34% 3: 36% 4: 35% 5: 16% 6: 30%			Each student achieving + 50% STAR at or above grade level equivalency each school year	
1.13	CAASPP Statewide Assessments: ELA Hispanic Students with Disabilities (SWD) Students Economically Disadvantaged (SED)	2023 CAASPP Results based on CA Dashboard: ELA: Orange (46.4 points below standards) Hispanic: Red-71.5 points below standards			Continue to improve student achievement to increase CA Dashboard to green in ELA in 3 years	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Learners (EL) White Asian Two of More Races	SWD: No performance color-144 points below standards SED: Orange-41.7 points below standard EL: Orange-61 points below standard White: Orange- 43.6 points below standard Asian: No Performance Level-26 points above standard Two or more Races: No Performance Level-73.5 points below standard Data Not Displayed for Privacy: African American, Filipino, Pacific Islander			Increase our student demographics one band level each year till green	
1.14	EL Progress (ELPAC)	Status: 48.6% Increase: 7.4%			Achieve 5% growth each year	
1.15	Orton-Gillingham Formative Assessments (TK-3rd): 1-4 point rubric	Spring 2024 Average from 1-4 rubric with 4 exceeding standards: TK: 3.21 K: 3.52 1st: 2.67 2nd: 2.62 3rd: 2.7			Increase phonics scores by a minimum of .2 each year	
1.16	Reclassification Rate	8% English Language Learners were			RFEP at least 20% of English Language	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reclassified in 2023-2024			Learners each year	
1.17	CAASPP Statewide Assessments: Math Hispanic Students with Disabilities (SWD) Students Economically Disadvantaged (SED) English Language Learners (EL) White Asian Two of More Races	2023 CAASPP Results based on CA Dashboard: Math: Orange (71.1 points below standard) Hispanic: Red-103 points below standards SWD: No performance color-193 points below standards SED: Yellow- 73.3 points below standard EL: Orange-84.5 points below standard White: Orange- 47.8 points below standard Asian: No Performance Level-6.1 points below standard Two or more Races: No Performance Level- 89.5 points below standard Data Not Displayed for Privacy: African American, Filipino, Pacific Islander			Continue to improve student achievement to increase CA Dashboard to green in Math in 3 years Increase our student demographics one band level each year till green	
1.18	Statewide Assessment CAST	25% of students met or exceeded 11.11 Exceeded (Level 4) 13.89 Met (Level 3)			Continue to improve student achievement on the California Science Test by over 50% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		61.11 Nearly Met (Level 2) 13.89 Not Met (Level 1)			students meeting or exceeding expectations	

## 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	Student Engagement	Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning to ensure that all students have access to, and are expected to participate. Some examples of this goal are: Implementing Community Circles, GLAD Strategies and ELD Supports, Utilizing Anchor Charts to support learning on classroom walls, Posting a Daily Schedule with Learning Goals,	\$248,566.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Integrating all subject areas such as Art and Science and providing different Outdoor Experiences and Group Projects to help all learners</p> <p>This action addresses Red and DA eligibility for Pupil Achievement (ELA and Math): Hispanic</p> <p>This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners</p> <p>This action addresses the requirement for English Language Learners.</p>		
1.2	Curriculum and Pedagogy	<p>Focus on strategic yearlong planning using our curriculum that informs units in support of students and instructing students using pedagogical content knowledge, culturally responsive, and ELD supports (designated and integrated) to meeting grade level standards.</p> <p>Some examples of this goal are: Using Culturally Responsive Curriculum, Implementing Differentiated Instruction, working on Yearlong Plans, implement designated and integrated ELD in the classroom to support all students learning</p> <p>This action addresses Red and DA eligibility for Pupil Achievement (ELA and Math): Hispanic</p> <p>This action addresses the requirement for English Language Learners.</p>	\$275,231.00	Yes
1.3	Assessment	<p>Use observable systems and routines for recording and using multiple assessment to support students' learning based on learning targets.</p> <p>Some examples of this goal are: Assessment Calendar, Common Grade Level Assessments: Formative and Performance, Common Grade Level Rubrics, 1:1 Teacher Meeting/SOC Meetings and using these assessments to determine academic achievement</p> <p>This action addresses Red and DA eligibility for Pupil Achievement (ELA and Math): Hispanic</p> <p>This action addresses the requirement for English Language Learners.</p>	\$36,666.00	Yes

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>Well-Being: Support the social-emotional and physical well-being of all and recognize each person’s inherent value.</p> <p>Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All Action One: School and Classroom Safety Action Two: Culture of Support and Belonging Action Three: Whole Child Nurturance and Lifelong Wellness</p> <p>Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students, Students with Disabilities and White- Action One: School and Classroom Safety Action Two: Culture of Support and Belonging Action Three: Whole Child Nurturance and Lifelong Wellness</p> <p>Required Action to meet Students with Disabilities Action Four: Mainstreaming</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Piner-Olivet Union School District has developed this goal based on our dashboard and local STAR data (reading and math assessment) since our 2023 dashboard shows our socioeconomically disadvantaged students are very high (red) in school climate: suspension and we have chronic absenteeism as very high (red) for our hispanic and socioeconomically disadvantaged students. We are also trying to minimize our suspensions at the local level as well as keep track of our students who are receiving counseling services. In addition, our YouthTruth survey data shows improvement is needed in friendly environment, sense of belonging and school safety questions. Finally, we are also looking at our physical fitness testing and realizing we need to increase the scores for it as well to increase our whole child nurturance and lifelong wellness within our student population.



Our actions and metrics are groups together to help us achieve this goal. Below you will see our actions and how our metrics meet each of the action items.

- Action One: School and Classroom Safety  
Support leaders, staff, families, and students in establishing and maintaining a physically and emotionally safe environment.  
Metrics for School and Classroom Safety: YouthTruth Survey: Friendly Environment and School Safety Questions, Suspension Rates, Expulsion Rates and Assertive Discipline and Counseling Data from Aeries
- Action Two: Culture of Support and Belonging  
Provide comprehensive student-centered programs that recognize each student’s inherent value by integrating student voice and choice into learning experiences and activities that impact school climate.  
Metrics for Culture of Support and Belonging: YouthTruth Survey: Youth Truth- feeling a sense of belonging questions for each survey, Attendance Data and Chronic Absenteeism Rate
- Action Three: Whole Child Nurturance and Lifelong Wellness  
Develop, implement and support opportunities and experiences for all students, staff and families to understand, model and support their own and each other’s social, emotional, and physical wellness.  
Metrics for Whole Child Nurturance and Lifelong Wellness: Physical Fitness Testing
- Action Four: Mainstreaming  
Support Students with Disabilities, Staff and families with mainstreaming in general education classes and with all school activities to increase belonging and support within the school community.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of parents that feel the school has an environment that is welcoming and friendly based on Youth Truth Survey Parent Results	Spring 2024: My school creates a welcoming and friendly environment: 87% (Youth Truth Survey Results- parent results)			Increase percentage of parents by 5% each year	
2.2	Percentage of parents that feel their child's learning environment	Spring 2024: My child's learning environment is safe:			Increase percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	is safe based on Youth Truth Survey Parent Results Staff Results Student Results	82% (Youth Truth Survey Results-parent results) 83% (Youth Truth Survey Results-staff results) 45% (Youth Truth Survey Results-student results)			parents by 3% each year	
2.3	Suspension Rate	CA Dashboard: 2023 6% suspended at least one day			Decline by at least 0.3%, until 1% is reached.	
2.4	Expulsion Rate	0%			Maintain a 0% Expulsion Rate	
2.5	Assertive Discipline and Counseling Percentages	Spring 2024 Aeries Data: Assertive Discipline: 9 students 3.5% Counseling Services Provided: 4 students 1.5% (Please note we are using a new system to enter and collect this data so all data is not provided at this time)			Continue to decrease the number of Assertive Discipline cases  Continue to provide counseling Services to students in need	
2.6	Percent Positives on the Youth Truth Survey Student Results on Relationships: When you are upset, is there an	Spring 2024: Students feel they have an adult that they can talk to at school:			Increase percentage of students that feel they belong by 5% each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	adult from school you can talk to?	33% (Youth Truth Survey Results-student results)				
2.7	Attendance Rate	92.09%			Achieve an attendance rate of 98%+	
2.8	Chronic Absenteeism Rate	CA Dashboard: 2023 30.2% (Red) Chronically Absent			Achieve Chronic Absenteeism Green on the CA Dashboard	
2.9	Physical Fitness Testing	Spring 2024: Percentage of Students who participated in Physical Fitness Testing: 100%			Increase Percentage of Students who participated in Physical Fitness Testing to 100% and maintain	
2.10	Facilities in Good Repair (FIT Report)	100%			Continue to maintain a 100% on facilities in good repair	

## 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	School and Classroom Safety	<p>Support leaders, staff, families, and students in establishing and maintaining a physically and emotionally safe environment. Some examples are: Classroom Routines and Procedures, Co-created Classroom Rules, Collaborative Conversations and Open Discourse, Restorative Practices, Safety Plans and Committees and Practices</p> <p>This action addresses Red and DA eligibility for School Climate (Suspension): Socioeconomically Disadvantaged and White</p> <p>This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners</p> <p>This action addresses the requirement for English Language Learners.</p>	\$114,000.00	Yes
2.2	Culture of Support and Belonging	<p>Provide comprehensive student-centered programs that recognize each student's inherent value by integrating student voice and choice into learning experiences and activities that impact school climate. Some examples are: Restorative Practices and Community Circles, Trauma Informed Practices and Self Regulation Tools, School Equity Plans: Trusted Adult at all campuses, Attendance Action Plans, Leadership Opportunities for students and Buddy Learning</p> <p>This action addresses Red and DA eligibility for School Climate (Suspension): Socioeconomically Disadvantaged, and White</p>	\$233,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners</p> <p>This action addresses the requirement for English Language Learners.</p>		
<b>2.3</b>	Whole Child Nurturance and Lifelong Wellness	<p>Develop, implement and support opportunities and experiences for all students, staff and families to understand, model and support their own and each other's social, emotional, and physical wellness. Some examples are: Celebration of Growth, MTSS Implementation, Counseling and School Psychologist, SEL Curriculum and Activities, Sensory Room and Brain Breaks, PE Tech and Elevo and Outside Learning Time</p> <p>This action addresses Red and DA eligibility for School Climate (Suspension): Socioeconomically Disadvantaged, and White</p> <p>This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners</p> <p>This action addresses the requirement for English Language Learners.</p>	\$292,880.00	Yes
<b>2.4</b>	Action Four: Mainstreaming	<p>Support Students with Disabilities, Staff and families with mainstreaming in general education classes and with all school activities to increase belonging and support within the school community.</p> <p>This action addresses the requirement for Students with Disabilities.</p>	\$42,994.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>Community: Strengthen our community by embracing change, accepting others, and cultivating a growth mindset.</p> <p>Required Actions to meet Red Indicators for Pupil Achievement (ELA and Math): Hispanic Action One: Partnerships Action Two: Professional Learning and Development</p> <p>Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All Action One: Partnerships Action Two: Professional Learning and Development Action Three: Family and Community Engagement</p> <p>Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students, Students with Disabilities and White- Action One: Partnerships Action Two: Professional Learning and Development Action Three: Family and Community Engagement</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Piner-Olivet Union School District has developed this goal based on our YouthTruth survey data which shows improvement is needed in professional learning, engagement within parents, students and staff. We are also looking at our participation numbers for partnerships in the district and parents at events/conferences and our communication system.

Our actions and metrics are groups together to help us achieve this goal. Below you will see our actions and how our metrics meet each of the action items.

Action One: Partnerships

Cultivate partnerships and relationships that build on our district goals and provide opportunities for our students to grow and learn in meaningful ways

Metrics for Partnerships: Number of partnerships in the district and Percentage of students participating in partnerships

Action Two: Professional Learning and Development

Create professional development based on our district goals that provide opportunities for our educators and community to grow, innovate and build capacity within our district

Metrics for Professional Learning and Development: YouthTruth Survey: Youth Truth- Staff question on professional development

Action Three: Family and Community Engagement

Enhance educational and social opportunities for all families by providing them with tools, strategies and a community to support their child's academic, emotional, social and physical needs.

Metrics for Family and Community Engagement: Parentsquare Analytics for Participation, Participation Percentage of Parents for Events and Conferences, YouthTruth Survey: Parent Engagement Numbers, YouthTruth Survey: Student Engagement question, YouthTruth Survey: Staff Engagement question

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of Community Partnerships in the district	Spring 2024: 5 Community Partnership: Keystone Counseling Elevo Art and Soul YMCA AVFilm			Continue to maintain or increase district partnerships that match with our district goals	
3.2	Number of unduplicated students participating in the district partnership programs	100%			Maintain 100% participation with district partnership programs	
3.3	YouthTruth Survey Question about profession development (staff): I have access to	Spring 2024: Youth Truth Survey: 74% of staff			Increase 5% rating on survey for YouthTruth question	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meaningful professional development	felt that they have access to meaningful professional development			about staff professional development	
3.4	ParentSquare Analytics for Participation in communication system	Spring 2024: 98% of parents participation in Parentsquare communication system			Continue to increase parental participation in Parentsquare each year by a minimum of 2% till reach 100% of parents	
3.5	Participation Percentage of Parents for Events and Conferences	2023-2024: Participation Percentage of Parents for Events and Conferences: 75% Back to School Night 85% Parent Conferences 90% Open House			Continue to increase parental participation each year by a minimum of 5%	
3.6	Parent Participation on the Youth Truth Survey and percentage of parents/guardians of students who feel included in planning school activities and percentage of parents/guardians that feel empowered to play a meaningful role in	Spring 2024: Parent Participation on the Youth Truth Survey: 29% Hispanic 38% White 12% Asian  Percentage of parents/guardians of students who feel included in planning school activities: 75%			Increase 5% of parent participation in YouthTruth survey and 5% percentage on each YouthTruth question about family engagement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision-making at school	Percentage of parents/guardians that feel empowered to play a meaningful role in decision-making at school: 74%				
3.7	Youth Truth Survey Question about engagement (staff): I am proud of my school.	Spring 2024: Youth Truth Survey Question about engagement (staff): I am proud of my school. 87% Staff Proud of School			Increase 5% rating on survey for YouthTruth question about staff engagement	
3.8	YouthTruth Survey Question about engagement (students): Does your teacher want you to do your best?	Spring 2024: Youth Truth Survey Question about engagement (students): Does your teacher want you to do your best? 84% Students Engaged			Increase 3% rating on survey for YouthTruth question about student engagement	

## 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	Partnerships	<p>Cultivate partnerships and relationships that build on our district goals and provide opportunities for our students to grow and learn in meaningful ways</p> <p>Some examples are: After school Partners (YMCA, Art and Soul, AV Film), Elevo, Counseling Services, Internships, Outdoor Ed and West County Transportation</p> <p>Required Actions to meet Red Indicators for Pupil Achievement (ELA and Math): Hispanic</p> <p>Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All</p> <p>Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students and White</p> <p>Required Action to meet English Language Learners</p>	\$29,500.00	Yes
3.2	Professional Learning and Development	<p>Create professional development based on our district goals that provide opportunities for our educators and community to grow, innovate and build capacity within our district</p> <p>Some examples are: Curriculum Training and Professional Development for Teachers and Classified Staff (Orton-Gillingham, Fountas and Pinnell, Project-Based Learning, etc), Parenting Classes and Training in Aeries,</p>	\$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Pedagogical Development for Teachers and Classified Staff (Guided Language Acquisition by Design, Trauma Informed, etc)</p> <p>Required Actions to meet Red Indicators for Pupil Achievement (ELA and Math): Hispanic</p> <p>Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All</p> <p>Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students and White</p> <p>Required Action to meet English Language Learners</p>		
3.3	Family and Community Engagement	<p>Enhance educational and social opportunities for all families by providing them with tools, strategies and a community to support their child's academic, emotional, social and physical needs. Some examples are: SSC, ELAC/ DELAC, Coffee with the Principal, Virtual Information Nights, Family Engagement Nights (math/science/ELA), Exhibitions, School Based Performances, Family Events (ex. skate night, movie night, etc) Parentsquare, More After School Enrichment, Clubs and Sports</p> <p>Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All</p> <p>Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students and White</p> <p>Required Action to meet English Language Learners</p>	\$78,500.00	Yes

# 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
\$521,778	\$39191

## 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
18.466%	0.000%	\$0.00	18.466%

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><b>Action:</b> Student Engagement</p> <p><b>Need:</b> Pupil Achievement (ELA and Math): Hispanic</p> <p>Pupil Engagement: Chronic Absenteeism Very High (Red) Hispanic Socioeconomically disadvantaged</p>	Engagement strategies capitalize and build upon students’ academic background, life experiences, culture, and language to support rigorous and culturally relevant learning to ensure that all students have access to, and are expected to participate which will in turn increase attendance. Some examples of how the student engagement will be addressed for Hispanic, Socioeconomically disadvantaged students as well as our multi-lingual learners: Community Circles, GLAD Strategies and ELD Supports, Support Anchor	<ul style="list-style-type: none"> <li>YouthTruth Survey: Student Engagement Questions</li> <li>Programs and Services Developed and Provided to Unduplicated Students</li> </ul>

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>Multi-Lingual Learners</p> <p><b>Scope:</b> LEA-wide</p>	<p>Charts, Daily Schedule with Learning Goals, Art, Science, Outdoor Experiences, and Group Projects</p> <p>LEA Wide: These strategies are provided LEA-wide because these are supports to engage all students in learning and increase attendance.</p>	<p>(Participation in ELOP programs)</p> <ul style="list-style-type: none"> <li>• Attendance Percentages from Aeries</li> <li>• California Dashboard: Chronic Absenteeism</li> </ul>
1.2	<p><b>Action:</b> Curriculum and Pedagogy</p> <p><b>Need:</b> Pupil Achievement: ELA and Math: Hispanic (Red-very low) ELA and Math Multi-Lingual Learners Low-Income Students</p> <p><b>Scope:</b> LEA-wide</p>	<p>Focus on strategic yearlong planning using our curriculum that informs units in support of students and instructing students using pedagogical content knowledge, culturally responsive, and ELD supports (designated and integrated) to meeting grade level standards.</p> <p>Some examples of how curriculum and pedagogy will be addressed for our Hispanic students, Multi-lingual learners and low-income students are: Culturally Responsive Curriculum, Differentiated Instruction and consistent Yearlong Plans in grade levels</p> <p>LEA Wide: These strategies are provided LEA-wide because these are common curriculum and pedagogy to support all students and increase student achievement.</p>	<ul style="list-style-type: none"> <li>• YouthTruth Survey: Instructional Methods and Academic Challenges Questions</li> <li>• Access to Broad Course of Study</li> <li>• Student Access to Instructional Materials: Williams Complaints</li> <li>• Broad Course of Study</li> <li>• Properly Credentialed Teachers: Misassignment of Teachers</li> <li>• EL Access to CA Standards and ELD Standards</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Assessment</p> <p><b>Need:</b> Pupil Achievement: ELA and Math: Hispanic (Red-very low) ELA and Math Multi-Lingual</p> <p><b>Scope:</b> LEA-wide</p>	<p>Use observable systems and routines for recording and using multiple assessment to support students' learning based on learning targets.</p> <p>Some examples of how assessment will be addressed for our Hispanic students, multi-lingual and low-income students are: Common Assessment Calendar, Common Grade Level Assessments: Formative and Performance, Common Grade Level Rubrics 1:1 Teacher Meeting/SOC Meetings LEA Wide: These strategies are provided LEA-wide because these are common assessments to learn where students are and to differentiate instruction based on the assessments to support all students.</p>	<ul style="list-style-type: none"> <li>• Star Reading and Math</li> <li>• TK-2nd Grade Orton-Gillingham Formative Assessment</li> <li>• CA Dashboard: CAASPP and EL Progress (ELPAC)</li> <li>• Reclassification of our English Language Learners</li> </ul>
2.1	<p><b>Action:</b> School and Classroom Safety</p> <p><b>Need:</b> Socioeconomically disadvantaged students and White are Red on Suspension Rates based on the California Dashboard</p> <p>Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners are Red based on California Dashboard</p> <p>English Language Learners</p>	<p>Action One: School and Classroom Safety Support leaders, staff, families, and students in establishing and maintaining a physically and emotionally safe environment.</p> <p>Some examples are: Classroom Routines and Procedures, Co-created Classroom Rules, Collaborative Conversations and Open Discourse, Restorative Practices, Safety Plans and Committees and Practices LEA Wide: These strategies are provided LEA-wide because these are supports to increase classroom and school safety for all students.</p>	<ul style="list-style-type: none"> <li>• YouthTruth Survey: Friendly Environment and School Safety Questions</li> <li>• Suspension Rates</li> <li>• Expulsion Rates</li> <li>• Assertive Discipline and Counseling Data from Aeries</li> </ul>



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
	<b>Scope:</b> LEA-wide		
<b>2.2</b>	<p><b>Action:</b> Culture of Support and Belonging</p> <p><b>Need:</b> Socioeconomically disadvantaged students, and White are Red on Suspension Rates based on the California Dashboard</p> <p>Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners are Red based on California Dashboard</p> <p>English Language Learners</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide comprehensive student-centered programs that recognize each student's inherent value by integrating student voice and choice into learning experiences and activities that impact school climate.</p> <p>Some examples are: Restorative Practices and Community Circles, Trauma Informed Practices and Self Regulation Tools, School Equity Plans: Trusted Adult at all campuses, Attendance Action Plans, Leadership Opportunities for students and Buddy Learning</p> <p>LEA Wide: These strategies are provided LEA-wide because these are tools to build a culture of support and belonging for all students.</p>	<ul style="list-style-type: none"> <li>• YouthTruth Survey: Youth Truth- feeling a sense of belonging questions for each survey</li> <li>• Attendance Data</li> <li>• Chronic Absenteeism Rate</li> </ul>
<b>2.3</b>	<p><b>Action:</b> Whole Child Nurturance and Lifelong Wellness</p> <p><b>Need:</b> Socioeconomically disadvantaged students and White are Red on Suspension Rates based on the California Dashboard</p> <p>Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners are Red based on California Dashboard</p>	<p>Develop, implement and support opportunities and experiences for all students, staff and families to understand, model and support their own and each other's social, emotional, and physical wellness.</p> <p>Some examples are: Celebration of Growth, MTSS Implementation, Counseling and School Psychologist, SEL Curriculum and Activities, Sensory Room and Brain Breaks, PE Tech and Elevo and Outside Learning Time</p> <p>LEA Wide: These strategies are provided LEA-wide because these are tools to build a whole child nurturance and lifelong wellness for all students</p>	Physical Fitness Testing

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
	English Language Learners  <b>Scope:</b> LEA-wide		
<b>3.1</b>	<b>Action:</b> Partnerships  <b>Need:</b> English Language Learners Hispanic White Socioeconomically Disadvantaged  <b>Scope:</b> LEA-wide	Cultivate partnerships and relationships that build on our district goals and provide opportunities for our students to grow and learn in meaningful ways Some examples are: After school Partners (YMCA, Art and Soul, AV Film), Elevo, Counseling Services, Internships, Outdoor Ed and West County Transportation LEA Wide: We have district wide partnerships to support and enhance the education of all students.	<ul style="list-style-type: none"> <li>• Number of partnerships in the district</li> <li>• Percentage of unduplicated students participating in partnerships</li> </ul>
<b>3.2</b>	<b>Action:</b> Professional Learning and Development  <b>Need:</b> English Language Learners Hispanic White Socioeconomically Disadvantaged  <b>Scope:</b> LEA-wide	Create professional development based on our district goals that provide opportunities for our educators and community to grow, innovate and build capacity within our district Some examples are: Curriculum Training and Professional Development for Teachers and Classified Staff (Orton-Gillingham, Fountas and Pinnell, Project-Based Learning, etc), Parenting Classes and Training in Aeries, Pedagogical Development for Teachers and Classified Staff (Guided Language Acquisition by Design, Trauma Informed, etc) LEA Wide: All teachers are being trained on the professional development based on our district	-Youth Truth- Staff question on professional development

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
		goals and to increase capacity building within our district.	
<b>3.3</b>	<b>Action:</b> Family and Community Engagement  <b>Need:</b> English Language Learners Hispanic White Socioeconomically Disadvantaged  <b>Scope:</b> LEA-wide	Enhance educational and social opportunities for all families by providing them with tools, strategies and a community to support their child's academic, emotional, social and physical needs. Some examples are: SSC, ELAC/ DELAC, Coffee with the Principal, Virtual Information Nights, Family Engagement Nights (math/science/ELA), Exhibitions, School Based Performances, Family Events (ex. skate night, movie night, etc) ParentSquare, More After School Enrichment, Clubs and Sports LEA Wide: Different family and community engagement opportunities are provided throughout the district to engage with families.	<ul style="list-style-type: none"> <li>• ParentSquare Analytics for Participation</li> <li>• Participation Percentage of Parents for Events and Conferences</li> <li>• YouthTruth Survey: Parent Engagement Numbers</li> <li>• YouthTruth Survey: Student Engagement question</li> <li>• YouthTruth Survey: Staff Engagement question</li> </ul>

### **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

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.

N/A

**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.

As a result of increased number of newcomers students as well as increasing percentages of English Language Learners, we worked with educational partners (DELAC, Instructional Leadership Teams, and additional classified support for English Learners), and have determined to increase staffing (ELD Program Assistant, Library/Media Tech), professional development, and curriculum to provide direct services to our English Language Learners. We are also going to be providing additional training in both designated and integrated ELD for certificated staff and classified staff to increase English proficiency with our English Language Learners.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:24
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:24

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	\$2,825,661	\$521,778	18.466%	0.000%	18.466%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$730,539.00	\$630,437.00	\$0.00	\$1,361.00	\$1,362,337.00	\$982,162.00	\$380,175.00

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	Student Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$53,340.00	\$195,226.00	\$2,350.00	\$246,216.00			\$248,566.00	
1	1.2	Curriculum and Pedagogy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$248,231.00	\$27,000.00	\$268,113.00	\$5,757.00		\$1,361.00	\$275,231.00	
1	1.3	Assessment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$36,666.00	\$17,166.00	\$19,500.00			\$36,666.00	
2	2.1	School and Classroom Safety	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$114,000.00	\$0.00	\$114,000.00				\$114,000.00	
2	2.2	Culture of Support and Belonging	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$223,000.00	\$10,000.00	\$223,000.00	\$10,000.00			\$233,000.00	
2	2.3	Whole Child Nurturance and Lifelong Wellness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$202,597.00	\$90,283.00	\$1,810.00	\$291,070.00			\$292,880.00	
2	2.4	Action Four: Mainstreaming	Students with Disabilities		No				Ongoing	\$42,994.00	\$0.00		\$42,994.00			\$42,994.00	
3	3.1	Partnerships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,000.00	\$9,500.00	\$20,000.00	\$9,500.00			\$29,500.00	

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
3	3.2	Professional Learning and Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$11,000.00	\$5,600.00	\$5,400.00			\$11,000.00	
3	3.3	Family and Community Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$78,000.00	\$500.00	\$78,500.00				\$78,500.00	

# 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
\$2,825,661	\$521,778	18.466%	0.000%	18.466%	\$730,539.00	0.000%	25.854 %	<b>Total:</b>	\$730,539.00
								<b>LEA-wide Total:</b>	\$730,539.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,350.00	
1	1.2	Curriculum and Pedagogy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,113.00	
1	1.3	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,166.00	
2	2.1	School and Classroom Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,000.00	
2	2.2	Culture of Support and Belonging	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$223,000.00	
2	2.3	Whole Child Nurturance and Lifelong Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,810.00	
3	3.1	Partnerships	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$20,000.00	

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 (%)
					Low Income			
3	3.2	Professional Learning and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,600.00	
3	3.3	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,500.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,630,486.00	\$2,394,968.00

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	Classroom Environment & Culture	No	\$1,766,134.00	1347484
1	1.2	Student Engagement	Yes	\$89,686.00	151241
1	1.3	Dynamic Learning Experiences	No	\$63,675.00	51466
1	1.4	Curriculum and Pedagogy	Yes	\$72,925	52624
1	1.5	Assessment for Student Learning	Yes	\$35,533.00	35533
1	1.6	Professional Learning	Yes	\$73,410.00	73141
1	1.7	Leadership Development	No	\$0.00	0
1	1.8	Family & Community Engagement	Yes	\$320.00	320
1	1.9	Home to School Transportation	Yes	\$236,821.00	236821
2	2.1	Whole Child Nurturance	Yes	\$33,578.00	111851
2	2.2	Lifelong Wellness	No	\$0.00	0

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	2.3	Tools for Families	No	\$0.00	0
2	2.4	Safe Environment	No	\$77,578.00	113918
3	3.1	Community and Parental Partnerships	No	\$15,115.00	18688
3	3.2	After School Engagement	Yes	\$26,624.00	21244
3	3.3	Technology	No	\$35,827.00	35827
3	3.4	School Culture	Yes	\$93,454.00	120791
3	3.5	3.5 School Culture (2)	Yes	\$9,806.00	24019

# 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)
\$507,298	\$650,013.00	\$827,585.00	(\$177,572.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Engagement	Yes	\$89,686.00	151241	0	
1	1.4	Curriculum and Pedagogy	Yes	\$72,925.00	52624	0	
1	1.5	Assessment for Student Learning	Yes	\$35,533.00	35533	0	
1	1.6	Professional Learning	Yes	\$51,891.00	73141	0	
1	1.8	Family & Community Engagement	Yes	\$320.00	320	0	
1	1.9	Home to School Transportation	Yes	\$236,821.00	236821	0	
2	2.1	Whole Child Nurturance	Yes	\$33,578.00	111851	0	
3	3.2	After School Engagement	Yes	\$26,624.00	21244	0	
3	3.4	School Culture	Yes	\$92,829.00	120791	0	
3	3.5	3.5 School Culture (2)	Yes	\$9,806.00	24019	0	

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

## 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)
\$2,888,379	\$507,298	1.53	19.093%	\$827,585.00	0.000%	28.652%	\$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](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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