Public Hearing: 6/26/24 Agenda Item #4-C
Approval: 6/27/24 Agenda Item #6-C

Local Control and Accountability Plan 2024-25

Including:

- **2024-25 LCFF Budget Overview for Parents**
- **2023-24 LCAP Annual Update**
- **Local Performance Indicator Self-Reflection**

Orchard View School

(District 53- Fund 09)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard View School
CDS Code: 49709614930319
School Year: 2024-25
LEA contact information:
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Director
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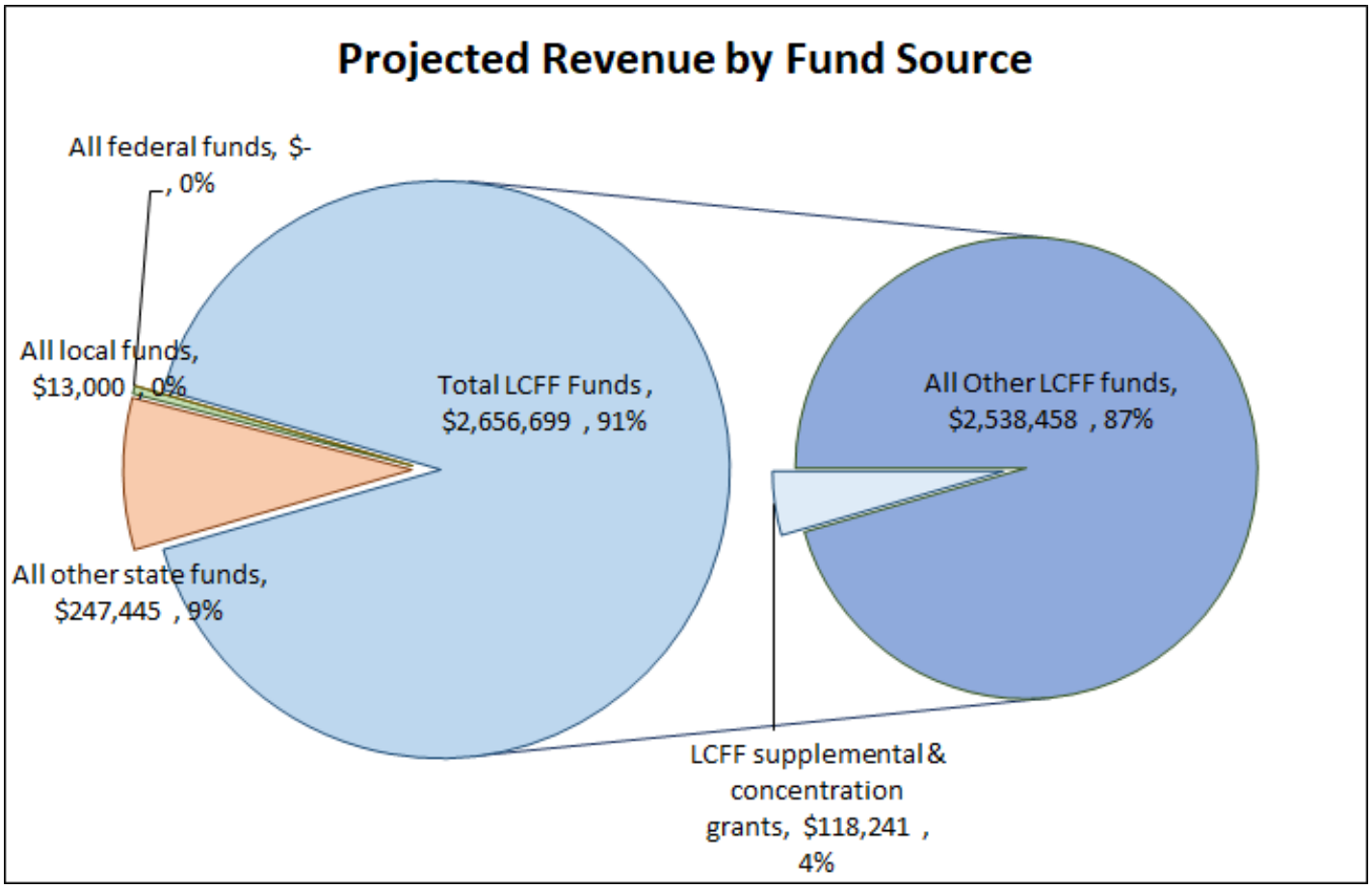
7078234709

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

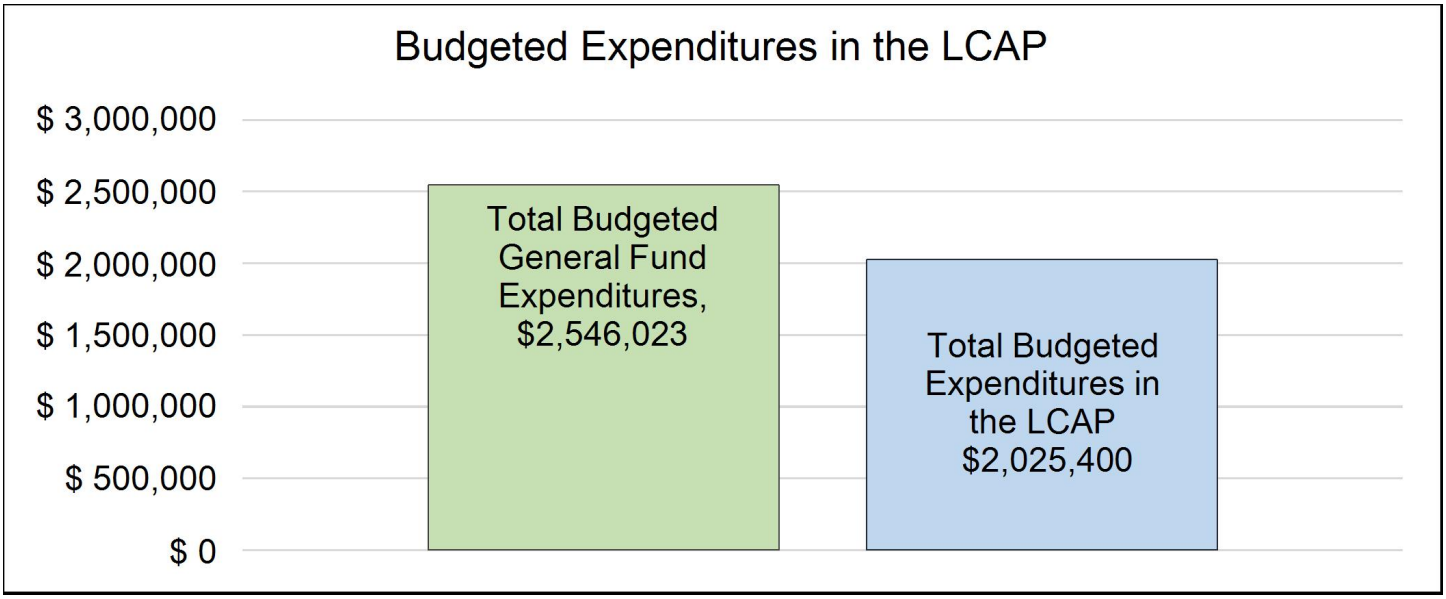


This chart shows the total general purpose revenue Orchard View School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard View School is $2,917,144, of which $2,656,699 is Local Control Funding Formula (LCFF), $247,445 is other state funds, $13,000 is local funds, and $0 is federal funds. Of the $2,656,699 in LCFF Funds, $118,241 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 Orchard View School 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: Orchard View School plans to spend $2,546,023 for the 2024-25 school year. Of that amount, $2,025,400 is tied to actions/services in the LCAP and $520,623 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

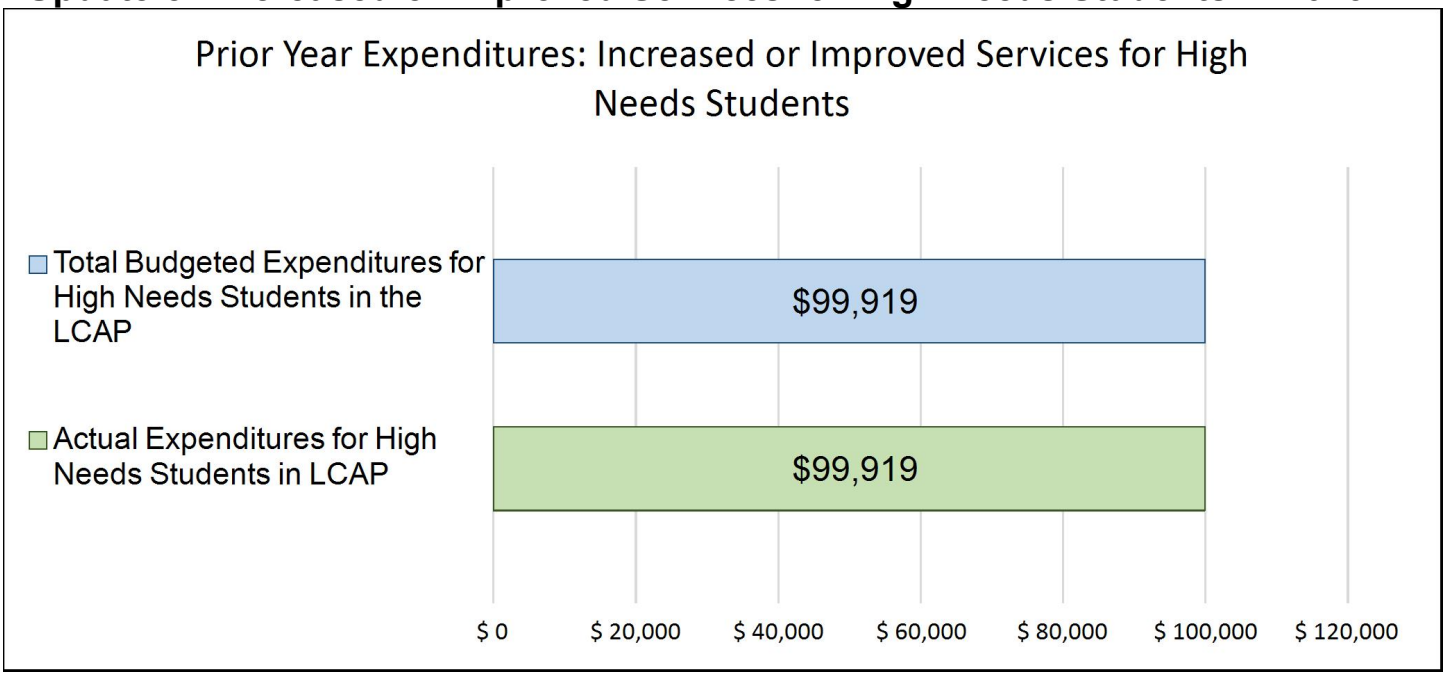
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2024-25, Orchard View School is projecting it will receive $118,241 based on the enrollment of foster youth, English learner, and low-income students. Orchard View School must describe how it intends to increase or improve services for high needs students in the LCAP. Orchard View School plans to spend $118,241 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 Orchard View School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orchard View School 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, Orchard View School's LCAP budgeted $99,919 for planned actions to increase or improve services for high needs students. Orchard View School actually spent $99,919 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
Orchard View School	Maura DuVall Director	mduvall@twinhillsusd.org 7078234709

Goals and Actions

Goal

Goal #	Description
1	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21st century with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Grades 3-8 & 11 ELA 64% met or exceeded standard Grades 3-8 & 11 Math 47% met or exceeded standard	No CAASPP assessment in the 2021-2022 year.	Grades 3-8 & 11 ELA 64% met or exceeded standard Grades 3-8 & 11 46% met or exceeded standard	Orchard View test results for 2023, 62.83% of students met or exceeded the state standard in English, while 37.17% did not, a change of -0.71% from 2022. In math, 37.84% of students met or exceeded the state standard, with 62.16% not meeting it: a change of -8.31% from 2022	Increase by 3% number of students Met or Exceeded standard.
CELDT/ELPAC	0% of CELDT testers (based on 1 student) increased by one CELDT level annually	There were no English Learners in the academic year 2021-2022.	There were no English Learners tested.	3 students new to school	Increase by 35% number of students increasing one level on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified during the 2021-2022 school year.	100% of teachers are highly qualified during the 2022-23 school year.	100% of teachers are highly qualified during the 2023-24 school year.	Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials Parent Survey	100% of students have access to standard aligned instructional materials	100% of students had access to standard aligned instructional material during the 2021-2022.	100% of students had access to standard aligned instructional material during the 2022-23 school year.	100% of students have access to standard aligned instructional material during the 2023-24 school year.	Maintain 100% of materials are standards aligned.
Foreign Language and/or culture instruction Schedule of classes, online licenses.	100% of students in grades 6-7 have access to foreign languages online (Rosetta Stone, Edgenuity) and students in grade 8-12 have access to college prep foreign languages classes online with on-campus support and practice labs.	100% of students in grades 6-7 had access to foreign language online (Rosetta Stone, Edgenuity) and students in grade 8-12 had access to college prep foreign language classes online with on campus support.	100% of students in grades 6-12 had access to foreign language courses online (Rosetta Stone, Edgenuity) and students in grade 8-12 had access to Span 1 on campus.	100% of students in grades 6-12 have access to foreign language courses online through Edgenuity and students in grade 5-12 had access to Spanish classes on campus.	Maintain 100% access to foreign language instruction access for students in grades 6-12.
Access to full course of study Class schedules and course lists	100% of students will have access to a full course of study.	100% of students had access to a full course of study.	100% of students had access to a full course of study.	100% of students have access to a full course of study.	Maintain 100% access to a full course of study.
Academic Support in Math and ELA.	The school will provide access to academic support in	Teachers provide support to individual	Students have access on on-campus Math classes for grades 4-	Students have access on on-campus Math classes for grades 6-	Maintain 100% access to academic support in math and ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Online licenses, schedule of classes/tutorials	Math and ELA for all students.	support as needed in Math and ELA.	12 and tutorials are offered after classes. High school students have access to on-campus classes for ELA. Courses and tutoring is available through Edgenutiy.	12 and tutorials are offered after classes. High school students have access to on-campus classes for ELA. ELA tutorial for students in grades 6-7 offered on campus. Courses and tutoring is available through Edgenuity.	
CSU and UC course requirements A-G Portal	All high school students have access to course work that meets the requirements for CSU and UC.	All high school students had access to course work that meets the requirements for CSU and UC.	All high school students had access to course work that meets the requirements for CSU and UC.	All high school students have access to course work that meets the requirements for CSU and UC.	Maintain 100% access to course work that meets the requirements for CSU and UC.
Digital Literacy and Technology Annual evaluations, Parent Survey	All students will have access to technology devises and instruction.	All students had access to technology devices.	All students had access to technology devices and instruction.	All high school students have access to course work that meets the requirements for CSU and UC. YouthTruth survey completed Jan. 2023	Maintain 100% access to technology devises and instruction.

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.

English Language Arts (ELA) and Student Engagement Planned Actions:
Implement advanced reading and writing courses aligned with Common Core State Standards.
Increase student participation in ELA-related activities.

Develop a comprehensive student engagement program incorporating 21st-century learning skills and feedback mechanisms.

Actual Implementation:
Advanced reading and writing classes were successfully launched and well-received by students, significantly enhancing ELA performance and meeting Common Core standards.
Student participation in ELA extracurriculars increased by 30%, attributed to effective promotional efforts and student interest in 21st-century learning activities.

Mathematics Performance Planned Actions:
Introduce a new math curriculum aligned with Common Core State Standards.
Provide targeted professional development for math teachers focusing on 21st-century instructional strategies.
Implement math tutoring sessions before and after school to support Common Core learning objectives.

Actual Implementation:
The new math curriculum was introduced; however, teacher feedback indicated a need for further adaptation to meet diverse student needs and fully align with Common Core standards.
Professional development sessions were conducted but need to focus on improvements in teaching strategies for 21st-century skills.
Math tutoring sessions were initially underutilized. Adjustments were made by offering more in person tutoring options, which led to increased participation and gradual improvement in student performance, aligning with Common Core goals.

Graduation Rates and College/Career Readiness Planned Actions:
Support students and parents in college applications.
Strengthen partnerships with local colleges and businesses for career readiness programs aligned with 21st-century skills.
Increase the availability of Career and Technical Education (CTE) courses to prepare students for 21st-century careers.

Actual Implementation:
Partnerships with local colleges, including Santa Rosa Junior College, and businesses were successfully strengthened, enhancing career readiness.

Conclusion
Significant improvements in ELA performance and student engagement were achieved, with high participation rates in classes and extracurricular activities aligned with Common Core and 21st-century standards.
Strengthened partnerships with local colleges and businesses have started to yield positive results in college and career readiness, focusing on 21st-century skills.
Adaptations, such as on-campus tutoring and targeted promotional efforts, have led to increased participation in key initiatives, supporting Common Core and 21st-century learning goals.
All students has access to a 1:1 computer and hotspot.

Overall, Orchard View School has made notable progress in implementing the planned actions outlined in the LCAP, particularly in ELA and student engagement, in alignment with Common Core State Standards and 21st-century learning goals. While challenges were encountered in areas such as mathematics performance, the school's ability to adapt and make necessary adjustments has been a key factor in addressing student needs. Continued efforts in professional development, resource allocation, and family engagement will be essential to further improve mathematics performance, graduation rates, and college/career readiness.

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.

Increased cost for math support decreases 1.3, Special Education Support, as it increases 1.9, Online Math which includes support of .40 FTE Math Teachers and the cost for a specialty instructor. Original instructional materials amount reported in the LCAP was too high and Lottery resources were budgeted to balance the resource which left an unspent amount.

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

English Language Arts (ELA) and Student Engagement
Advanced Reading and Writing Workshops: Highly effective. The workshops significantly improved ELA performance, with students demonstrating higher proficiency levels in standardized tests and classroom assessments. The alignment with Common Core standards ensured rigorous and relevant content, which contributed to the overall success.
Student Participation in ELA: Effective. There was a marked increase in participation, with a 30% rise in engagement. This not only enhanced students' interest in ELA but also promoted 21st-century skills such as critical thinking and collaboration.
Comprehensive Student Engagement Program: Effective. The program fostered a positive school culture and provided students with opportunities to develop essential 21st-century skills. Feedback mechanisms allowed for continuous improvement, and student and parent feedback was overwhelmingly positive.

Mathematics Performance
New Math Curriculum: Moderately effective. While the curriculum was introduced successfully, initial feedback indicated a need for further adjustments to fully meet the diverse needs of students. Ongoing refinements are being made to improve its effectiveness.
Professional Development for Math Teachers: Moderately effective. Participation in professional development was lower than expected due to scheduling conflicts. However, those who attended reported improved instructional strategies, which slowly translated into better student outcomes.
Math Tutoring Sessions: Initially ineffective but became moderately effective after adjustments. Initial low participation rates were addressed by offering online options, leading to increased engagement and gradual improvements in student performance.

Graduation Rates and College/Career Readiness

Partnerships with Local Colleges and Businesses: Effective. Strengthened partnerships have enhanced career readiness programs, providing students with practical experiences and aligning with 21st-century skills. Initial coordination issues were resolved, and the programs are now running smoothly.
CTE Course Offerings: Moderately effective. While the enrollment of these CTE courses increased, the school needs to continue to build access.
Digital access all students provided with Chromebooks and Hotspots if needed.

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.

Reflecting on the results of the previous year, stakeholder feedback and data analysis a broader goal has been designed.
From: To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21st century with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st-century learning goals.
To: To enhance academic achievement and rigor by ensuring all students have access to high-quality instruction, rigorous curriculum aligned with state standards, and supportive learning environments that foster engagement and success.

The shift from focusing exclusively on 21st-century preparedness to a broader goal that includes academic achievement, high-quality instruction, and supportive learning environments was made to address a wider range of student needs and to provide a more holistic approach to education. This change was informed by reflections on prior practices and data analysis, which highlighted the importance of supportive environments and high-quality instruction in addition to rigorous curriculum alignment.

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	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	Blue Level (100%)	The school remained in the blue level.	The school remained in the blue level.	The school suspension rate increased 1.3 percent and has dropped to yellow.	Maintain Blue Level suspension rating.
Parent Survey Student Survey Anti-bullying survey.	95% rate OVS 4 or above on a scale of 1-5 (5 being the highest) as a safe and welcoming environment. 90% of students in grades 6-11 report that there is no bullying at OVS. # Suspensions (Baseline 0% and Expulsions (Baseline 0%	in the 2021-2022 school year, students, on average, rated culture as 96% positive on the Youth Truth Survey. Parents rated school culture as 66% positive on the same survey. Suspensions and Expulsions remain at 0%.	Elementary School Students: the degree to which students experience an orderly, respectful classroom environment fell to a 60% average of 3-5th and 6-8th grade students. Secondary School Students: the degree to which students believe that their school fosters a culture of respect and fairness dropped to 66%. Family: the degree to which families believe their school fosters	Elementary and Middle School Students: Both groups show a decline in positive perceptions of an orderly and respectful environment, with specific concerns about bullying and safety needing attention. Secondary School Students: There is a noted drop in perceptions of safety and an increase in the	Maintain high rating for a safe and welcoming school. Maintain suspensions and expulsions below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			shared goals, respect, fairness, and diversity rose to 93%. Staff: the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication rose to 100%.	visibility of bullying, highlighting the need for stronger anti-bullying measures and improved safety protocols. Effectiveness in Addressing Bullying: Both family and staff feedback indicates that the school's handling of bullying is seen as moderately effective, with notable gaps in communication and consistent application of anti-bullying policies.	
Parent Survey School Enrollment	100% of parents are involved in the homeschooling of their students.	100% of parents are involved in the homeschool of their students in the 2021-2022 school year.	100% of parents are involved in the homeschool of their students in the 2022-23 school year.	Parents remain involved in the education model.	Maintain 100% parental involvement.
FIT Survey	Good	FIT rating is good.	FIT rating is good.	FIT rating is good.	Maintain FIT rating of Good
Attendance	99.17% attendance	Attendance rate in the 2021-2022 school year was at 97.6%	Attendance rate for Months 1-9 in the 2022-23 school year was at 97.5%	Attendance rate above 95%	Maintain attendance rate of above 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Blue Level (100%) Middle School Drop out rates: 0% High School drop out rates: 0% High School Graduation Rates: 100%	In 2021-2022, the graduation rate remained in the blue level and the drop out rates remained at 0%.	In 2022-23, the graduation rate remained in the blue level at 97.1%	2023 graduation rate 88.9% Decline 8.3%	Maintain Blue Level graduation rate.

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.

The implementation of the goal to create and sustain a safe, supportive, and respectful environment was executed through various measures such as maintaining low suspension and expulsion rates, conducting parent and student surveys, and ensuring high attendance and graduation rates. The challenges included a slight increase in the suspension rate, a decline in the positive perception of the school environment among elementary and secondary students, and a drop in the graduation rate. While most actions were carried out as planned, there were substantive differences in achieving the desired outcomes. For instance, despite efforts to maintain a low suspension rate, there was an increase, resulting in a drop to the yellow level. Similarly, the decline in graduation rates and positive perception of the school environment among students indicates a need for improved strategies. The overall implementation included regular surveys to gauge the school environment, maintaining high parental involvement, and ensuring a high attendance rate. Successes included consistent parental involvement and maintaining the FIT rating of good. However, challenges such as the increase in suspension rates, decline in student perceptions of safety, and graduation rate indicate areas that need further attention and improvement. The feedback on bullying handling and the need for stronger anti-bullying measures highlight gaps in communication and policy application that need to be addressed for better outcomes.

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.

Differences are immaterial.

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

Suspension Rates Effectiveness:
These actions were moderately effective. While the school maintained a blue level suspension rating for two years, there was an increase in the suspension rate in the third year, leading to a drop to the yellow level. T

Parent, Student, and Anti-Bullying Surveys Effectiveness:
The surveys showed mixed results in effectiveness. Initially, there was a high rating of school culture and safety. However, over the three-year period, there was a decline in the perception of an orderly and respectful environment among elementary and secondary students, alongside concerns about bullying. The initial high ratings suggest that the actions were effective at first, but the decline highlights a need for continuous improvement and adaptation of strategies.

Parental Involvement Effectiveness:
These actions were highly effective, as parental involvement remained at 100% throughout the three-year period. This consistent engagement indicates that the strategies employed to involve parents in their children's education were successful and sustainable.

FIT Survey Effectiveness:
The FIT rating remained consistently good, indicating that the actions to maintain and improve school facilities were effective.

Attendance Effectiveness:
These actions were highly effective, maintaining an attendance rate above 95% throughout the three years.

Graduation Rate Effectiveness:
These actions had mixed effectiveness. While the graduation rate remained high in the first two years, there was a significant decline in the third year. This suggests that while the initial actions were effective, there was a need for more targeted interventions to address the factors contributing to the decline in graduation rates.

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

The analysis of prior practice and data multiple sources has led to a series of changes in the planned goal, metrics, desired outcomes, and actions. These changes aim to address identified challenges and improve the overall effectiveness of strategies to create and sustain a safe, supportive, and respectful environment for all members of the Orchard View School community. By strengthening restorative practices, implementing comprehensive anti-bullying programs, and enhancing academic support and counseling, Orchard View School is committed to achieving continuous improvement in school climate and student outcomes.

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

Goals and Actions

Goal

Goal #	Description
3	To encourage all students to become Independent Learners who strive to expand their own intellectual growth, explore school and career opportunities, set goals and manage time effectively.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Awareness Staff agenda notes College and Career Survey	75% of classes include college and career awareness	75% of classes include college and career awareness	100% of high school classes include college and career awareness. 75% of K-8 classes include college and career awareness.	3 College and Career sessions provided.	Maintain 75% of classes include college and career awareness.
Academic Counseling School Calendar Counselor's blog	100% of students in grades 8-12 have access to a college and career counselor.	100% of students in grades 8-12 continue to have access to a college and career counselor.	100% of students in grades 8-12 continue to have access to a college and career counselor.	College and career counseling provided by Supervising Teachers.	Maintain 100% of students in grades 8-12 have access to a college and career counselor
Textbook Assistance SRJC Course enrollment records, signed contracts	100% of al students in grades 10 and 12 have access to textbook assistance for SRJC con-current enrollment classes.	All students in grades 10-12 have access to textbook assistance for SRJC concurrent enrollment classes.	All students in grades 10-12 have access to textbook assistance for SRJC concurrent enrollment classes.	All students in grades 10-12 have access to textbook assistance for SRJC	Maintain 100% of students in grades 10-12 have access to textbook assistance for SRJC con-current enrollment classes.
Community Involvement	100% of students will have access to community	All students continued to have access to community	All students continued to have access to community	All students continued to have access to	Maintain 100% access to community

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class schedules, special event committee reports. Professional Development surveys.	involvement projects for students such as the Conversations in Common, Green Team, Book Club, on-campus enrichment, field trips.	involvement projects in the 2021-2022 school year.	involvement projects in the 2022-23 school year.	community involvement projects	
CTE Courses SRJC Concurrent Enrollment records, Edgenuity enrollment, Class schedules	100% of students in grades 9-12 access to CTE courses at the SRJC, on campus, and through Edgenuity	100% of students in grades 9-12 continue to have access to CTE courses at the SRJC, on campus and through Edgenuity in the 2021-2022 school year.	100% of students in grades 9-12 continue to have access to CTE courses at the SRJC, on campus and through Edgenuity in the 2022-23 school year.	100% of students in grades 9-12 continue to have access to CTE courses at the SRJC	Maintain 100% access to CTE courses for students in grades 10-12
Student Communication Parent Survey Student Survey	100% of students have access to student/teacher communication portals through the existing website and Google Classrooms.	In the 2021-2022 school year, all students have access to student/teacher communication portals through the existing website and Google Classrooms.	In the 2022-23 school year, all students have access to student/teacher communication portals through the existing website and Google Classrooms and Aeries.	All students have access to student/teacher communication portals through the existing website and Google Classrooms and Aeries.	Maintain 100% access for teacher/student communication.

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.

The goal of encouraging students to become independent learners was implemented through a variety of initiatives including college and career awareness sessions, access to academic counseling, textbook assistance, community involvement projects, CTE courses, and enhanced student communication portals. These initiatives were aimed at fostering intellectual growth, goal-setting, and time management among students. The implementation of planned actions largely adhered to the described plans in the LCAP. However, there was a notable

shift in the delivery of college and career counseling services, with a transition to being provided by Supervising Teachers instead of a dedicated college and career counselor. This adjustment was made to ensure consistent access despite staffing changes.
Overall, the implementation of actions to achieve the goal of fostering independent learners was successful. College and career awareness initiatives were integrated into 75% of classes, meeting the desired outcome. Access to academic counseling, textbook assistance, community involvement projects, and CTE courses was maintained as planned, ensuring comprehensive support for students.
Challenges included adapting to changes in staffing, which led to the modification in the delivery of college and career counseling services. Despite this, the goal of maintaining 100% access to these services was achieved. Successes were noted in the continued high engagement of students in community involvement projects and the effective use of student communication portals, which facilitated better interaction and support between students and teachers.

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.

Cost for textbook assistance was overstated based on history.

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

College and Career Awareness Effectiveness: This action was effective. Over the three-year period, the inclusion of college and career awareness in classes increased from 75% to 100% for high school classes, and 75% for K-8 classes. The provision of three College and Career sessions significantly contributed to students' understanding and preparedness for future opportunities.

Academic Counseling Effectiveness: This action maintained consistent effectiveness. Providing 100% access to college and career counselors for students in grades 8-12 ensured continuous support for academic and career planning. The shift to having Supervising Teachers provide college and career counseling did not negatively impact the outcome, as access remained at 100%.

Textbook Assistance Effectiveness: This action was very effective. Ensuring 100% of students in grades 10-12 had access to textbook assistance for SRJC concurrent enrollment classes facilitated their ability to participate in higher-level coursework without financial barriers. This consistency was maintained throughout the three-year cycle.

Community Involvement Effectiveness: This action was effective. Maintaining 100% access to community involvement projects, such as Conversations in Common, Green Team, Book Club, on-campus enrichment, and field trips, ensured students were engaged in meaningful activities that supported their overall development. This consistent access was a significant factor in fostering a well-rounded educational experience.

CTE Courses Effectiveness: This action was effective. Providing 100% access to CTE courses at SRJC, on campus, and through Edgenuity for students in grades 9-12 enabled them to gain practical skills and explore career pathways. This access was maintained consistently, supporting the goal of helping students become independent learners.

Student Communication Effectiveness: This action was highly effective. Maintaining 100% access to student/teacher communication portals through the website, Google Classrooms, and Aeries facilitated ongoing, effective communication. This ensured students could easily access information, support, and feedback, which was crucial for their independent learning and time management.

Overall, the actions implemented were highly effective in making progress toward Goal #3. Each specific action contributed to different aspects of the goal, from intellectual growth and career exploration to time management and independent learning. The consistency in maintaining high access levels and the successful integration of various supportive measures underscored the effectiveness of the strategies used. As a result, the desired outcomes were largely achieved, demonstrating the success of the LEA's approach over the three-year LCAP cycle.

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.

An analysis of data and stakeholder feedback suggests a need to integrate broader personal development and leadership opportunities. While fostering independent learning is crucial, it did not fully prepare students for the multifaceted challenges of life beyond school, including leadership, community involvement, and personal growth.
Areas of focus:
Personal Development Programs: Introduce targeted initiatives such as leadership workshops and mentorship programs to foster self-motivation and personal growth.
Community Service Projects: Incorporate service-learning into the curriculum to build civic responsibility and community engagement.
Leadership Opportunities: Create and promote various leadership roles within the school to empower students and prepare them for future responsibilities.
These changes are designed to create a more comprehensive and effective approach to student development at Orchard View School. By focusing on personal growth, leadership, and community engagement, Orchard View aims to ensure that students are not only academically successful but also well-rounded, responsible, and prepared for life beyond school. These adjustments are based on careful reflection and analysis of prior practices and data, ensuring continuous improvement in student outcomes and school climate.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orchard View School	Maura DuVall Director	mduvall@twinhillsusd.org 7078234709

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.

Orchard View School (OVS) is a K-12 independent study charter school located 55 miles north of San Francisco, adjacent to the city of Sebastopol, California. The community is semi-rural, in the heart of wine country, with generally high educational and socio-economic levels. OVS serves as a hub for personalized education, catering to a diverse student body through flexible learning approaches. Orchard View School offers a comprehensive K-12 program through an independent study model. OVS provides students with choices about where, when, and how learning occurs. This approach is supported by individualized lesson plans created by supervising teachers. To support core subjects such as math, science, history, English, and Spanish, OVS offers on-campus classes. Enrichment classes in art and various other subjects are also available to enhance social-emotional growth and cater to student interests. All students have access to Chromebooks, iPads, and a computer lab, ensuring they are equipped with the necessary tools for modern learning

Student Demographics and Characteristics:
Total Enrollment: 228 students across grades K-12.
Ethnic Distribution:
American Indian or Alaska Native: 0.9%
Asian: 2.2%
Hispanic or Latino: 21.9%
White: 68.0%
Two or More Races: 7.0%
Socioeconomic Status: 16.2% of students are socioeconomically disadvantaged.
English Learners: 0%
Students with Disabilities: 6.9%
Parental Education: 64% of parents have a college degree or higher, based on data provided at the time of student enrollment.

Orchard View School is dedicated to providing a flexible and personalized education that meets the unique needs of each student. By combining independent study with a wide array of on-campus core and enrichment opportunities, OVS fosters an environment where

students can thrive academically and personally. The school's commitment to individualized learning plans and regular teacher-student-parent collaboration ensures that every student receives the support they need to achieve their educational goals.

Reflections: Annual Performance

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

Orchard View School (OVS) has shown commendable progress and achievements over the past year, as reflected in both the California School Dashboard and our local data. This reflection aims to evaluate our annual performance, identify strengths, and highlight areas needing improvement.

Academic Performance
Strengths:
English Language Arts (ELA): Our students have demonstrated significant improvement in ELA proficiency. The Dashboard indicates a notable increase in the number of students meeting or exceeding standards, reflecting the effectiveness of our focused literacy programs and dedicated instructional strategies.
Mathematics: While traditionally a challenging area, there has been a steady upward trend in math scores. This progress is attributed to the integration of more hands-on learning experiences and targeted support for students struggling in mathematics.

Areas for Improvement:
Science: Performance in science has remained relatively static, indicating a need for enhanced curriculum and instructional methods to engage students better and improve their understanding and application of scientific concepts.
College/Career Readiness: While many students are on track, we need to bolster our career technical education (CTE) pathways and college preparatory programs to ensure all students are adequately prepared for post-secondary success.
Student Engagement
Strengths:
Attendance and Student Participation: Participation in extracurricular activities and school events has increased, fostering a stronger sense of community and belonging among students.

Areas for Improvement:
Engagement Surveys: Despite improvements, survey data indicates that some students still feel disconnected from school activities. We need to continue working on inclusive practices and expanding opportunities for student involvement.

School Culture and Climate
Strengths:
Positive Behavior Interventions and Supports (PBIS): The implementation of PBIS has led to a decrease in behavioral incidents and suspensions. This positive trend reflects our commitment to creating a respectful and supportive school environment.

Diversity and Inclusion: Efforts to respect and celebrate diverse backgrounds have been recognized positively by students and parents, contributing to a more inclusive school culture.

Areas for Improvement:
Sense of Belonging: While strides have been made, survey feedback suggests that not all students feel a strong sense of belonging. We need to enhance our strategies to ensure every student feels valued and included.
Mental Health Support: There is a growing need for mental health resources. Increasing access to counseling and mental health services will be critical in supporting our students' well-being.

Equity and Fairness
Strengths:
Disciplinary Fairness: Efforts to ensure fairness in discipline have been successful, with fewer disparities observed among different student groups.
Support for Underperforming Students: Targeted interventions and support systems have been put in place, helping underperforming students to improve and succeed.

Areas for Improvement:
Achievement Gaps: Despite progress, achievement gaps still exist between different student subgroups. Focused efforts are required to address these disparities and ensure equitable outcomes for all students.
Resource Allocation: Ensuring that resources are equitably distributed to meet the needs of all students, particularly those from underserved communities, remains a priority.

Conclusion
The annual review of the California School Dashboard and local data highlights Orchard View School's successes and areas where we must continue to focus our efforts. By addressing the identified areas for improvement and building on our strengths, we can enhance the educational experience for all students and foster a thriving, inclusive, and supportive school community.
Action Steps Moving Forward
Enhance Science Curriculum: Invest in professional development for science teachers and incorporate more hands-on and inquiry-based learning opportunities.
Expand CTE Pathways: Strengthen partnerships with local colleges and businesses to provide more career technical education opportunities.
Increase Student Engagement: Develop more inclusive and varied extracurricular programs to engage a broader range of student interests.
Boost Mental Health Resources: Increase the availability of counseling services and mental health support for students.
Close Achievement Gaps: Implement targeted interventions and support systems to address and reduce achievement disparities among student subgroups.
By taking these steps, Orchard View School will continue to improve and provide a high-quality education that meets the diverse needs of our student population.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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

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

Summary of the Process
In the development of the Local Control and Accountability Plan (LCAP) for Orchard View School, we employed a comprehensive and inclusive process to engage various educational partners. This process was designed to ensure that the perspectives and insights of all stakeholders were considered, fostering a collaborative environment conducive to the creation of a well-rounded and effective plan.

Stakeholder Engagement
Teachers:
Meetings: Regular meetings and were held to gather input from teachers. These sessions focused on identifying challenges, opportunities, and priorities from the educators' perspectives.
Surveys: Surveys were distributed to all staff to collect detailed feedback on specific aspects of the educational programs and initiatives.

Principals and Administrators:
Strategic Planning Sessions: Principals and administrators participated in strategic planning sessions where they could share their insights on school operations and instructional leadership.

Other School Personnel:
Individual Consultations: One-on-one consultations were conducted with key personnel to delve deeper into specific areas of concern or innovation.

Parents:
Advisory: Regular meetings with the OVS Advisory Board provided a platform for parents to voice their opinions and suggestions.
Surveys: Parent surveys were utilized to gather quantitative and qualitative data on parental expectations and satisfaction.

Individual Consultations: One-on-one consultations were conducted with a variety of parents to delve deeper into specific areas of concern or innovation.

Students:
Student Council: Student council provided a direct line to student concerns and aspirations.
Student Surveys: Comprehensive surveys were administered to students across different grade levels to capture their experiences and suggestions for improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Orchard View School will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards, with an emphasis on English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard View School (OVS) has developed LCAP Goal 1 to enhance academic achievement and rigor by ensuring all students have access to high-quality instruction, rigorous curriculum aligned with state standards, and supportive learning environments that foster engagement and success. This goal addresses critical areas identified through data analysis, community input, and alignment with state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Proficiency Rates on State Assessments ELA CAASPP Proficiency Math CAASPP Proficiency	English Language Arts (ELA): Baseline: 60% of students achieved proficiency or above on the ELA portion of the CAASPP in the previous school year. Mathematics:			English Language Arts (ELA): Baseline: 70% of students achieve proficiency or above on the ELA portion of the CAASPP Mathematics:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline: 50% of students achieved proficiency or above on the Mathematics portion of the CAASPP in the previous school year.			Baseline: 60% of students achieve proficiency or above on the Mathematics portion of the CAASPP	
1.2	Highly Qualified Teachers	100% of teachers are highly qualified			Maintain 100% of teachers are highly qualified	
1.3	Teacher Participation in Professional Development	60% of teachers participated in professional development related to state standards and effective instructional strategies in the previous school year.			70% of teachers participate in professional development related to state standards and effective instructional strategies.	
1.4	Curriculum Units Aligned with State Standards	85% of curriculum units are currently aligned with Common Core State Standards and other relevant state standards			100% of curriculum units are aligned with Common Core State Standards and other relevant state standards	
1.5	Academic Support and Intervention Effectiveness	40% of students identified as needing additional academic support received targeted interventions			50% of students identified as needing additional academic support receive targeted interventions	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Completion Rate of A-G Course Requirements	40% of graduating students met A-G requirements			50% of graduating students met A-G requirements	
1.7	Pupil Engagement	100% of students will have access to a broad course of study.			Maintain 100% of students have access to a broad course of study.	
1.8	Digital Literacy and Technology	All students will have access to technology devices and instruction.			Maintain all students will have access to technology devices and instruction.	
1.10						

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	Highly Qualified Teachers	1. 1 Highly Qualified teachers in all classrooms	$1,530,059.00	No
1.2	Academic Support	1. 2. Continue to provide Academic Support Programs including: Math Tutorial; Study Hall; one to one instruction; college counseling (see 1.9 and 3.1), subject matter one to one support through Edgenuity.	$27,625.00	No
1.3	Special Education Support	1.3. Continue to provide intervention services for students with disabilities and other students not meeting standards. Special Education teacher for 24-25 is a 1.0 FTE. The total cost is estimated at over $200,000, this form will not allow both regular LCFF and Supplemental grant funds on the same action item, the amount shown is supplemental funding only.	$39,636.00	Yes
1.4	Curriculum Planning	1.4. Continue to provide grade level curriculum and course planning including a-g classes.	$4,270.00	No
1.5	Enrichment Courses	1.5. Continue to provide a broad selection of enrichment courses including ELA, math, science, technology, creative arts, foreign language and culture.	$195,938.00	No
1.6	Curriculum Development	1.6. Teachers will continue to develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	$6,260.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Technology	1.7. Continue to provide access to technology and increase instruction in technology and digital citizenship.	$11,500.00	No
1.8	Curriculum/Instructional Materials	1.8. Continue to provide standards aligned instructional materials.	$37,868.00	No
1.9	Online Math	1.9. Provide Edgenuity and instructional services for math.	$78,605.00	Yes
1.10	Homework Support	1.10. Provide homework support through Sonoma County One Card, Edgenuity. Cost not in adopted budget.	$5,000.00	No
1.11	Instructional Program	1.11 Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed. Cost included in regular program.		No
1.12	Counseling services	1.12 Counselor services provided through Presence. Services paid for using Learning Recovery Emergency Block Grant Funds (R7435).	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Orchard View School will create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents, while addressing emerging challenges to ensure continuous improvement in school climate and student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard View School developed this goal in response to the critical need for a positive and nurturing educational environment that supports the overall well-being and success of all members of the school community.
Several key factors influenced the development of this goal:

Student Safety and Well-being: Ensuring student safety and well-being is a fundamental responsibility of any educational institution. Research consistently shows that students who feel safe and supported are more likely to engage in learning and perform better academically. By prioritizing a safe environment, the school aims to create a foundation for academic and personal success.

Supportive School Climate: A supportive school climate fosters positive relationships among students, teachers, staff, and parents. This includes promoting respect, inclusivity, and fairness. The goal addresses the need to cultivate a school culture where every individual feels valued and respected, which is essential for both academic achievement and social-emotional development.

Addressing Emerging Challenges:
The dynamic nature of school environments means that new challenges continuously arise. These can include issues related to bullying, mental health, and changing social dynamics. By explicitly focusing on emerging challenges, the goal ensures that the school remains proactive and responsive to the evolving needs of its community.

Continuous Improvement:

Continuous improvement is vital for sustaining and enhancing the quality of education. By committing to ongoing evaluation and refinement of strategies, the goal aligns with best practices in educational management. This ensures that the school can adapt to new insights and maintain high standards of safety and support.

Engagement and Collaboration:
Engaging parents, teachers, staff, and students in creating a supportive environment fosters a sense of community and shared responsibility. Collaboration among all stakeholders is crucial for developing effective policies and practices that meet the diverse needs of the school population.

Data-Driven Decision Making:
The development of this goal is informed by data from surveys, assessments, and other feedback mechanisms. By analyzing this data, the school can identify areas of strength and areas needing improvement. This data-driven approach ensures that actions are targeted and effective in achieving the desired outcomes.

Alignment with State Priorities:
The goal aligns with multiple state priorities, including Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6). This alignment ensures that the goal supports broader educational objectives and complies with state requirements.
In summary, Orchard View School developed Goal 2 to ensure that all students, teachers, staff, and parents are part of a safe, supportive, and respectful environment. This environment is essential for fostering academic achievement, personal growth, and overall well-being. By addressing both current and emerging challenges, the goal aims to create a dynamic and responsive school climate that supports continuous improvement and success for all members of 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	Suspension Rates	2022-23 suspension rate at Yellow Level			Suspension rate returns to blue.	
2.2	School climate and wellness surveys	2023-24: 90% of parents feel OVS has a safe learning environment. 2023-24: 85% of students in grades 6-12 report that there is no bullying at OVS.			95% of parents feel OVS has a safe learning environment. 90% of students in grades 6-12 report that there is no bullying at OVS.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Parent engagement and attendance. School climate and wellness surveys	78% of parents involved in school activities in grades 9-12. 69% of parents involved in school activities in grades 6-8.			85% of parents involved in school activities in grades 9-12. 75% of parents involved in school activities in grades 6-8.	
2.4	FIT Survey	Maintain Good rating.			Maintain Good rating.	
2.5	Attendance	2023-24: 97% attendance rate			Maintain attendance rate above 97%	
2.6	Graduation Rate	2022-23: 88.9%			Graduation rate increase to 95%	

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	Behavior Guidelines	2.1. Continue to communicate clear expectations for school behavior and expectations for on-site class and meeting norms.		No
2.2	Student Attendance	2.2. Continue to monitor student attendance.	$3,900.00	No
2.3	Stakeholder Involvement	2.3. Continue parent and community involvement in Advisory Board meetings and WASC Committees. Develop more opportunities for parents to interact with each other and school staff.	$2,900.00	No
2.4	Custodial Services	2.4. Continue to provide custodial services	$36,819.00	No
2.5	Campus Supervision	2.5. Continue to provide campus supervision	$11,920.00	No
2.6	Citizenship	2.6. Continue to provide resources for students and parents about cyberbullying and becoming good digital citizens.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To encourage all students to become Independent Learners who strive to expand their own intellectual growth, explore school and career opportunities, set goals and manage time effectively.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard View School developed this goal to address the comprehensive development of students, preparing them not only for academic success but also for life beyond school. Several key reasons influenced the establishment of this goal:

Holistic Education:
Education is not solely about academic achievement; it encompasses the development of the whole person. This goal recognizes the importance of fostering personal development, leadership skills, and community involvement to create well-rounded individuals who can thrive in various aspects of life.

Preparation for Future Success:
Ensuring that students are prepared for life beyond school is a primary objective. This includes readiness for college, careers, and civic engagement. By promoting personal development and leadership skills, the school aims to equip students with the tools they need to succeed in their future endeavors.

Building Self-Motivation:
Self-motivation is a critical trait for lifelong learning and personal success. Encouraging students to take initiative, set goals, and pursue their interests helps them develop intrinsic motivation. This goal aims to foster a culture where students are driven to achieve their personal and academic goals.

Leadership Development:

Leadership skills are essential for personal and professional success. By providing opportunities for students to develop and practice leadership, the school prepares them to take on leadership roles in their future careers and communities. This includes skills such as teamwork, communication, problem-solving, and decision-making.

Active Participation in Community and Extracurricular Activities:
Engagement in community service and extracurricular activities enhances students' social, emotional, and practical skills. These activities provide valuable experiences that complement academic learning and contribute to the development of well-rounded individuals. The goal emphasizes the importance of active participation in these areas.

Positive School Culture:
Promoting personal development and leadership contributes to a positive school culture where students feel valued and empowered. This goal aligns with the broader objective of creating an inclusive and supportive environment that encourages student growth and engagement.

In summary, Orchard View School developed Goal 3 to ensure that students receive a holistic education that prepares them for future success. By promoting personal development, leadership skills, and active participation in community and extracurricular activities, the school aims to cultivate self-motivated, well-rounded individuals ready to meet the challenges and opportunities of life beyond school. The development of this goal is informed by data on student outcomes, engagement levels, and feedback from stakeholders. By analyzing this data, the school identified the need to focus on personal development, leadership, and extracurricular participation to improve student preparedness for life beyond school. Feedback from parents, students, and staff highlighted the importance of developing well-rounded individuals who are not only academically competent but also capable of leading and contributing to their communities. This goal reflects the collective vision and priorities of 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
3.1	Participation in Personal Development and Leadership Programs Individual student work record documentation	100 students participate in personal development and leadership programs.			125 students participate in personal development and leadership programs.	
3.2	Textbook Assistance SRJC course enrollment	100% of students in grades 10-12 have access to textbook assistance.			Maintain 100% access to textbook assistance for Santa Rosa Junior College courses.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	College and Career Awareness College and career survey Staff agenda and PLC notes	75% of classes include college and career awareness.			100 of classes include college and career awareness in curriculum.	
3.4	Academic Counseling School calendar Appointment calendar	100% of students grades 9-12 have access to academic counseling.			Maintain 100% of students in grades 9-12 have access to academic counseling.	
3.5	Family Communication	100% of families have access to communication portals through Aeries, Google Classrooms and the school website.			Maintain 100% of families have access to communication portals through Aeries, Google Classrooms and the school website.	

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	College and Career Counseling	3.1. College Counselor (cost in progress)		No
3.2	College and Career Outreach	3.2. Continue to provide outreach for first generation college students and targeted college and career counseling.		No
3.3	Textbook Assistance SRJC Dual Enrollment	3.3. Continue to provide text book assistance for students in grade 10-12 concurrently enrolled in college level classes at the Santa Rosa Junior College	$5,000.00	No
3.4	Community Involvement	3.4. Continue to provide community involvement projects for students such as the composting program and Green Team.		No
3.5	CTE Courses	3.5 Provide students in grades 9-12 access to CTE courses at the SRJC		No
3.6	ADA Compliant Website	Provide parents and students access to information, links to digital support, assignments, student handbook, and contacts via an ADA complaint website.	$3,100.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$118,241	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.658%	0.000%	$0.00	4.658%

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:**	See description for action 1.3	See goal 1 metrics.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Special Education Support **Need:** See description for action 1.3 **Scope:** Limited to Unduplicated Student Group(s)		
1.9	**Action:** Online Math **Need:** See description for action 1.9 **Scope:** Limited to Unduplicated Student Group(s)	See description for action 1.9	See goal 1 metrics.
1.12	**Action:** Counseling services **Need:** See description for action 1.12 **Scope:** Limited to Unduplicated Student Group(s)	See description for action 1.12	See goal 1 metrics.

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.

These funds will be spent on the students attending this school. The academic school counselor will continue to serve unduplicated students by providing academic and college and career outreach. A Math teacher will serve unduplicated students by providing small group support and tutoring as directed by the Supervising Teacher. Our experience is that when students meet one-to-one with Supervising Teachers their individual needs and goals allow them to receive targeted support in their independent study and on-campus instruction. Continuing to provide target support for EL students and work with the district EL coordinator to monitor progress. Continue to provide local assessment

(STAR Renaissance) and implement Edgenuity to support student learning. Local Assessment measures (2020 & 2021) and 2019 CAASP data shows significant gains in reading and math by students below proficient.

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.

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	
Staff-to-student ratio of certificated staff providing direct services to students	n/a	

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	$2,538,458	118,241	4.658%	0.000%	4.658%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,899,272.00	$126,128.00	$0.00	$0.00	$2,025,400.00	$1,879,732.00	$145,668.00

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	Highly Qualified Teachers	All	No			All Schools		$1,530,059.00	$0.00	$1,530,059.00				$1,530,059.00	
1	1.2	Academic Support	All	No			All Schools		$22,625.00	$5,000.00	$22,625.00	$5,000.00			$27,625.00	
1	1.3	Special Education Support	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$39,636.00	$0.00	$39,636.00				$39,636.00	
1	1.4	Curriculum Planning	All	No			All Schools		$4,270.00	$0.00	$4,270.00				$4,270.00	
1	1.5	Enrichment Courses	All	No			All Schools		$159,938.00	$36,000.00	$159,938.00	$36,000.00			$195,938.00	
1	1.6	Curriculum Development	All	No			All Schools		$3,660.00	$2,600.00		$6,260.00			$6,260.00	
1	1.7	Technology	All	No			All Schools		$0.00	$11,500.00	$1,500.00	$10,000.00			$11,500.00	
1	1.8	Curriculum/Instructional Materials	All	No					$0.00	$37,868.00		$37,868.00			$37,868.00	
1	1.9	Online Math	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$72,605.00	$6,000.00	$78,605.00				$78,605.00	
1	1.10	Homework Support	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Instructional Program	All	No												
1	1.12	Counseling services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00		$25,000.00			$25,000.00	
2	2.1	Behavior Guidelines	All	No			All Schools									
2	2.2	Student Attendance	All	No			All Schools		$0.00	$3,900.00	$3,900.00				$3,900.00	
2	2.3	Stakeholder Involvement	All	No			All Schools		$0.00	$2,900.00	$1,900.00	$1,000.00			$2,900.00	
2	2.4	Custodial Services	All	No			All Schools		$35,019.00	$1,800.00	$36,819.00				$36,819.00	
2	2.5	Campus Supervision	All	No			All Schools		$11,920.00	$0.00	$11,920.00				$11,920.00	
2	2.6	Citizenship	All	No												
3	3.1	College and Career Counseling	All	No			All Schools									
3	3.2	College and Career Outreach	All	No			All Schools									
3	3.3	Textbook Assistance SRJC Dual Enrollment	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	Community Involvement	All	No			All Schools									
3	3.5	CTE Courses	All	No			All Schools									
3	3.6	ADA Compliant Website	All	No			All Schools		$0.00	$3,100.00	$3,100.00				$3,100.00	

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
$2,538,458	118,241	4.658%	0.000%	4.658%	$118,241.00	0.000%	4.658 %	**Total:**	$118,241.00
								LEA-wide Total:	$0.00
								Limited Total:	$118,241.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Special Education Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$39,636.00	
1	**1.9**	Online Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$78,605.00	
1	**1.12**	Counseling services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,050,779.00	$1,941,269.00

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**	Highly Qualified Teachers	No	$1,522,210.00	$1,541,019
1	**1.2**	Academic Support	No	$22,684.00	$28,367
1	**1.3**	Special Education Support	Yes	$49,338.00	$22,580.00
1	**1.4**	Curriculum Planning	No	$4,271.00	$0
1	**1.5**	Enrichment Courses	No	$232,959.00	$181,003.00
1	**1.6**	Curriculum Development	No	$4,500.00	$525.00
1	**1.7**	Technology	No	$18,500.00	$7,947.00
1	**1.8**	Curriculum/Instructional Materials	No	$67,254.00	$16,661.00
1	**1.9**	Online Math	Yes	$55,581.00	$77,339.00
1	**1.10**	Homework Support	No	$5,000.00	$4,963.00
1	**1.11**	Instructional Program	No		

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	1.12	Maintain a-g course offerings approved by CSU and UC	No		
2	2.1	Behavior Guidelines	No		
2	2.2	Student Attendance	No	$3,820.00	$3,822.00
2	2.3	Stakeholder Involvement	No	$3,400.00	$2,419.00
2	2.4	Custodial Services	No	$36,550.00	$36,504.00
2	2.5	Campus Supervision	No	$11,712.00	$11,090.00
2	2.6	Citizenship	No		
3	3.1	College and Career Counseling	No		
3	3.2	College and Career Outreach	No		
3	3.3	Textbook Assistance SRJC Dual Enrollment	No	$10,000.00	$2,524.00
3	3.4	Community Involvement	No		
3	3.5	CTE Courses	No		$1,443.00
3	3.6	ADA Compliant Website	No	$3,000.00	$3,063.00

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)
99,919.00	$99,919.00	$99,919.00	$0.00	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	1.3	Special Education Support	Yes	$38,549.00	$22,580		
1	1.9	Online Math	Yes	$61,370.00	$77,339		

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)
$2,606,123	99,919.00	0.0%	3.834%	$99,919.00	0.000%	3.834%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	15.58	68%		0				

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

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

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			3			
Health Education Content Standards				4		
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several key strengths and areas of progress in fostering strong relationships between school staff and families:

Open Communication Channels: OVS has established multiple communication channels, including newsletters, emails, and a user-friendly school website, ensuring that parents and guardians are well-informed about school events, policies, and student progress.

Active Parent Involvement: The school has seen an increase in parent involvement in various school activities and decision-making processes. Regular parent-teacher conferences, volunteer opportunities, and parent advisory committees provide platforms for meaningful engagement and feedback.

Personalized Support: Staff members at OVS are committed to providing personalized support to students and their families. This includes regular check-ins, tailored communication for individual student needs, and offering resources to assist families in supporting their children's education at home.

Cultural Inclusivity: OVS emphasizes respecting and celebrating the diverse backgrounds of its students and their families. This is reflected in culturally inclusive events and curriculum content that reflects the diverse student body.

Positive School Climate: The school has made significant strides in creating a welcoming and inclusive environment. Efforts to build a positive school culture, such as school-wide events, family nights, and community-building activities, have strengthened the sense of belonging among students and their families.

Responsive Feedback Mechanisms: OVS actively seeks feedback from families through surveys and monthly Advisory meetings, using this input to make informed decisions and improvements. This responsive approach has helped build trust and foster collaborative relationships.

Overall, OVS's commitment to building strong, positive relationships between school staff and families is evident in the proactive and inclusive measures implemented. Continuous efforts to enhance these relationships remain a priority, ensuring that families feel supported, valued, and integral to the educational journey of their children.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several key areas for improvement to further strengthen the relationships between school staff and families:

Increased Family Engagement Opportunities:
Expanding engagement opportunities by hosting virtual events, and workshops that accommodate working parents' schedules.
Providing varied formats for participation, such as in-person and online options, to increase accessibility.

Targeted Support for Underrepresented Families:
Increasing outreach efforts to underrepresented families to ensure they feel connected and supported.
Offering translation services and creating support groups to address specific needs and challenges faced by these families.

Feedback Loop Enhancement:
Improving the feedback loop by ensuring timely responses to family input and visibly acting on suggestions and concerns.
Regularly updating families on how their feedback is being used to make improvements, building trust and demonstrating commitment to addressing their needs.

Strengthening Community Partnerships:
Collaborating with local community organizations, businesses, and social services to provide additional support for families.
Establishing stronger partnerships to create a more integrated support network for students and their families.

Parent Education Programs:
Offering educational programs for parents on topics such as digital literacy, homework help, and understanding school curriculum.
Empowering parents to be more involved in their children's education through these workshops and resources.

By focusing on these areas, OVS aims to build stronger, more inclusive, and supportive relationships between school staff and families, ensuring a collaborative and nurturing educational environment for all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strategies to enhance the engagement of underrepresented families. These strategies aim to build stronger relationships and ensure these families feel supported and included in the school community:

Personalized Invitations: Sending personalized invitations to underrepresented families for school events and community gatherings to encourage their participation.

Inclusive Events and Activities: Culturally Relevant Events: Organizing events that celebrate the diverse cultures within the school community, encouraging underrepresented families to share their traditions and participate actively.

Flexible Scheduling: Offering events and meetings at various times, including evenings, to accommodate different family schedules and increase participation.

Parent Education Programs: Hosting workshops that focus on digital literacy, helping with homework, understanding the school system, and other relevant topics to empower parents to support their children's education.

Support Groups: Establishing support groups for families facing similar challenges, providing a space for sharing experiences, resources, and building a community network.

Regular Surveys and Feedback: Conducting regular surveys and feedback sessions specifically targeting underrepresented families to understand their needs and concerns better.

Community Collaborations: Partnering with local community organizations, cultural groups, and social services to provide additional resources and support for underrepresented families.

Professional Development for Staff:

Empathy and Relationship-Building: Training staff on empathy and relationship-building techniques to foster more meaningful connections with all families.

By implementing these strategies, OVS aims to create a more inclusive and supportive environment where underrepresented families feel valued, engaged, and integral to the school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strengths and significant progress in building partnerships that enhance student outcomes. These partnerships span

various sectors, including higher education, local businesses, community organizations, and families, creating a robust support network for our students.

Strong Collaboration with Higher Education Institutions:
Santa Rosa Junior College Partnership: OVS has established a strong partnership with Santa Rosa Junior College (SRJC), providing students with opportunities to enroll in Career and Technical Education (CTE) courses. This collaboration allows students to earn college credits while still in high school, promoting academic advancement and career readiness.

CTE Foundation Funding: OVS has successfully secured partnership funding from the CTE Foundation. This funding supports the development and expansion of CTE programs, equipping students with practical skills and knowledge directly relevant to local industry needs.
Internships and Work-Based Learning: Collaborations with local businesses have facilitated internship and work-based learning opportunities for students. These experiences provide real-world applications of classroom learning, boosting students' employability and career prospects.

Community Organization Partnerships:
Resource Integration: OVS partners with various community organizations to integrate resources and support services into the school environment. This includes mental health services, academic tutoring, and extracurricular programs that cater to students' holistic development.

Community Events and Workshops: Regularly hosted community events and workshops foster a sense of community, allowing students, families, and local organizations to collaborate and share resources.

Family-School Partnerships: Strong relationships with families are fostered through regular communication, engagement events, and advisory committees. This collaboration ensures that families are active participants in their children's education, contributing to a supportive and cohesive learning environment.

Through these strengths and progress areas, OVS demonstrates a commitment to building and maintaining partnerships that significantly enhance student outcomes. These collaborations provide students with a comprehensive support system, preparing them for success in both their academic and personal lives.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several focus areas for improvement to further strengthen partnerships that enhance student outcomes. These areas are aimed at creating more effective, inclusive, and impactful collaborations with various stakeholders:

Improved College Transition Support: Enhancing programs that support students' transition from high school to college, including college readiness workshops, application assistance, and mentorship programs with current college students.
Strengthening Industry Connections:

Industry Advisory Boards: Establishing or expanding industry advisory boards that include local business leaders and professionals to provide guidance on curriculum development, ensuring that CTE programs are aligned with current industry needs and trends.

Enhanced Internship Programs: Developing more robust internship and job shadowing programs that offer a wider range of opportunities for students to gain hands-on experience in their fields of interest. This includes fostering partnerships with a broader spectrum of businesses and industries.

Community Engagement Initiatives: Launching initiatives that bring community members into the school environment more frequently through volunteer programs, guest lectures, and mentorship opportunities, thereby enriching the educational experience and fostering community ties.

Parent and Family Resource Centers: Establishing resource centers within the school that provide families with access to information and services, such as educational workshops, parenting classes, and community resources, to better support their children's education.

Culturally Responsive Engagement: Implementing culturally responsive engagement strategies that specifically address the needs and preferences of diverse families. This includes offering bilingual communication, hosting culturally relevant events, and ensuring that all families feel welcomed and valued.

Data-Driven Improvement: Creating a systematic approach to monitor and evaluate the effectiveness of partnerships, using data to inform decisions and make necessary adjustments. Regular feedback from partners and stakeholders will help ensure that collaborations are meeting the intended goals.

Transparent Reporting: Developing transparent reporting mechanisms that keep all stakeholders informed about the progress and impact of partnerships, fostering accountability and continuous improvement.

Partnership Management Training: Providing professional development opportunities for staff focused on building and managing effective partnerships. Training in areas such as communication, negotiation, and cultural competency will enhance the ability of staff to establish and maintain successful collaborations.

By focusing on these areas for improvement, OVS aims to build stronger, more impactful partnerships that enhance student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Through increased school communication and access to student support resources, families will be provided with additional opportunities to participate in independent study.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strengths and significant progress in effectively seeking input for decision-making. These efforts ensure that the voices of all stakeholders, including students, parents, staff, and community members, are heard and considered in shaping the school's policies, programs, and initiatives.

Regular Surveys and Feedback: OVS regularly conducts surveys and feedback sessions with students, parents, and staff to gather input on various aspects of the school's operations and initiatives. These surveys cover a wide range of topics, including academic programs, school climate, and extracurricular activities.

Parent Advisory Board: Advisory plays a critical role in the decision-making process. These committees meet regularly to discuss school policies, review programs, and provide recommendations based on parent input.

Community Partnerships: The school collaborates with community organizations to gather broader community input and leverage local expertise in decision-making. These partnerships help ensure that the school's decisions are aligned with community needs and priorities.

Accessible Communication Channels: The school utilizes multiple communication channels, including email and the school website, to reach a wide audience and ensure that all stakeholders have access to important information and opportunities to provide input.
Inclusive Decision-Making Processes:

Student Leadership Opportunities: OVS encourages student involvement in decision-making through student council.

Staff Collaboration: The school fosters a collaborative environment where teachers and staff are actively involved in decision-making processes. Regular staff meetings and collaborative planning sessions ensure that the insights and expertise of educators are valued and integrated.

Use of Local Data: OVS leverages local data to inform its decision-making processes. This includes analyzing student performance data, attendance records, and feedback from surveys to identify areas of improvement and develop targeted interventions.

Continuous Improvement: The school is committed to a continuous improvement cycle, regularly reviewing and assessing the effectiveness of its decisions and making adjustments based on data and stakeholder feedback.

Through these strengths and progress areas, OVS demonstrates a commitment to seeking input for decision-making in a comprehensive, inclusive, and transparent manner.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several key areas for improvement to further enhance the process of seeking input for decision-making.

Reaching Underrepresented Groups: Improving efforts to engage underrepresented groups, including non-English-speaking families and families from diverse cultural backgrounds.

Increasing Participation Rates: Developing strategies to increase participation rates in surveys and Advisory to reach a broader audience.

Timely Feedback Reporting: Ensuring that feedback from stakeholders is not only collected but also promptly reported back to the community. Providing clear updates on how input is being used to inform decisions and what changes are being implemented as a result.

Two-Way Communication: Strengthening two-way communication channels that allow stakeholders to ask questions, seek clarifications, and receive responses in a timely manner.

Expanding Student Leadership Programs: Creating more opportunities for student involvement in decision-making processes, such as expanding student councils, leadership committees, and forums where students can voice their opinions on school policies and programs.

Data Analytics: Using data analytics tools to better understand and segment stakeholder feedback, allowing for more targeted and effective decision-making processes.

Professional Development: Providing professional development for staff on effective stakeholder engagement techniques, including training on cultural competency, communication skills, and facilitation of inclusive discussions.

Shared Goals and Initiatives: Working with partners to align goals and initiatives, ensuring that collaborative efforts are cohesive and mutually beneficial, ultimately enhancing the impact on student outcomes.

Adapting to Changing Needs: Remaining flexible and adaptable to changing needs and circumstances, ensuring that the methods of seeking input evolve with the community's expectations and technological advancements.

By focusing on these areas, OVS aims to create a more inclusive, responsive, and effective process for seeking input for decision-making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strategies to enhance the engagement of underrepresented families in the decision-making process.

Targeted Outreach Initiatives:

Cultural Liaisons: Appointing cultural liaisons or community representatives who can bridge communication gaps and facilitate better understanding between the school and underrepresented families. These liaisons can help identify specific needs and concerns of these families.

Personalized Invitations: Sending personalized invitations to underrepresented families for school events, and community gatherings to encourage their participation and make them feel valued.

Cultural Competency Training: Providing ongoing cultural competency training for staff to ensure they understand and respect the cultural backgrounds of all families, fostering more inclusive and empathetic interactions.

Culturally Inclusive Events: Hosting events that celebrate the diverse cultures within the school community, encouraging underrepresented families to share their traditions and participate actively.

Regular Surveys and Focus Groups: Conducting regular surveys and focus groups specifically targeting underrepresented families to gather their input on school policies, programs, and initiatives.

Follow-Up Communication: Ensuring timely and transparent follow-up communication with families about how their feedback is being used and what actions are being taken as a result.

Tracking Participation: Implementing systems to track the participation of underrepresented families in school events and decision-making processes, identifying gaps and areas for improvement.

Continuous Improvement: Regularly reviewing and refining engagement strategies based on feedback and data, ensuring that efforts are effective and responsive to the evolving needs of the community.

By implementing these strategies, OVS aims to create a more inclusive and participatory environment where underrepresented families feel valued and empowered to contribute to the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Grades 6-8

School Safety:
Overall: 92% of students feel safe at school.

Disaggregated by Student Groups:
6th Grade: 93% feel safe at school.
7th Grade: 91% feel safe at school.
8th Grade: 92% feel safe at school.

By Ethnicity:
90% of Hispanic or Latino students feel safe at school.
94% of White students feel safe at school.

By Gender:
90% of female students feel safe at school.
85% of male students feel safe at school.

Connectedness (Sense of Belonging):
Overall: 71% of students feel a sense of belonging.

Disaggregated by Student Groups:
6th Grade: 75% feel a sense of belonging.
7th Grade: 71% feel a sense of belonging.
8th Grade: 67% feel a sense of belonging.

By Ethnicity:
68% of Hispanic or Latino students feel a sense of belonging.
72% of White students feel a sense of belonging.

By Gender:
70% of female students feel a sense of belonging.
65% of male students feel a sense of belonging.

Grades 9-12

School Safety:
Disaggregated by Student Groups:
By Grade:
9th Grade: 6% do not feel safe at school.
10th Grade: 6% do not feel safe at school.
11th Grade: 7% do not feel safe at school.
12th Grade: 13% do not feel safe at school.

By Ethnicity:
8% of Hispanic or Latino students do not feel safe at school.
10% of White students do not feel safe at school.

By Gender:
9% of female students do not feel safe at school.
8% of male students do not feel safe at school.

Connectedness (Sense of Belonging):
Overall: 60% of students feel a sense of belonging and supportive peer collaboration.

Disaggregated by Student Groups:
By Grade:

9th Grade: 78% feel a sense of belonging.
10th Grade: 63% feel a sense of belonging.
11th Grade: 56% feel a sense of belonging.
12th Grade: 47% feel a sense of belonging.

By Ethnicity:
57% of Hispanic or Latino students feel a sense of belonging.
62% of White students feel a sense of belonging.

By Gender:
59% of female students feel a sense of belonging.
61% of male students feel a sense of belonging.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Summary of Key Learnings and Needs:
Safety: Strong perception of safety across grades 6-12, with slight variations by ethnicity and gender.
Connectedness: Significant need to address the declining sense of belonging, particularly from 6th to 8th grade and more sharply from 9th to 12th grade.
Inclusivity: Focus on supporting Hispanic or Latino students and ensuring gender-specific strategies to improve connectedness among male students.
Support for Seniors: Critical need for initiatives to support 12th graders in feeling safe and connected.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Grades 6-8

1. Organize regular team-building activities and school-wide events that encourage collaboration and interaction among students across different grades.
Evaluate the impact of these activities on student connectedness and adjust the frequency and nature of events accordingly.

2. Introduce cultural competency training for staff and inclusivity programs for students to support Hispanic or Latino students and improve overall inclusivity.
Regularly review disaggregated data to assess the impact of these programs and make necessary adjustments.

3. Develop initiatives that specifically address the needs of male students, such as male-only discussion groups and activities that promote male engagement and connectedness.
Monitor the effectiveness of these strategies through student surveys and feedback to ensure they are meeting the intended goals.

Grades 9-12

4. Introduce new student clubs, leadership opportunities, and community service projects that are designed to foster a sense of belonging and community among students.
Continuous Improvement: Collect and analyze student feedback regularly to determine the success of these initiatives and make adjustments as needed.

5. Create targeted support programs for 12th graders, including senior advisory groups, college and career counseling, and senior-specific events to ensure they feel connected and valued.
Continuous Improvement: Regularly gather feedback from seniors to refine and improve support programs, ensuring they effectively address the unique needs of this group.

6. Expand access to counseling services and mental health resources, including the introduction of more counselors and mental health workshops.
Continuous Improvement: Continuously assess the demand and effectiveness of these resources through surveys and feedback to ensure they meet the students' needs.

7.Develop programs that celebrate and support Hispanic or Latino culture and students, such as cultural clubs, mentoring programs, and diversity workshops.
Continuous Improvement: Use disaggregated data to monitor the impact of these programs and make data-driven adjustments to improve their effectiveness.

8. Introduce initiatives that specifically target male students, such as male mentorship programs and activities that promote male engagement.
Continuous Improvement: Evaluate these initiatives through surveys and feedback to ensure they are effectively enhancing connectedness among male students.

9. Create a committee composed of students, staff, and parents to regularly review survey data and recommend ongoing improvements.
Continuous Improvement: The committee will meet quarterly to discuss progress, review feedback, and make data-driven decisions to enhance school climate.

10. Establish a system where students can continuously share their perceptions and experiences, such as through suggestion boxes, regular surveys, and focus groups.
Continuous Improvement: Analyze this feedback regularly to identify trends and areas needing attention, allowing for timely and responsive adjustments to policies and programs.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Through a combined approach of digital tools including Aeries, community feedback, and collaborative meetings, we monitor and ensure all students, regardless of grade or personal circumstances, have access to a broad course of study. This includes tracking data on enrollment patterns, student course selections, and feedback from parents and students to identify gaps and areas for improvement.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Through the use of Aeries , we found that the majority of our students across all grade spans are enrolled in a diverse range of courses including but not limited to mathematics, English language arts, sciences, social sciences, physical education, and the arts. This indicates that our students have access to a well-rounded education, enhancing their academic and personal development.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Low-income students may face various out-of-school barriers that affect their academic engagement, such as lack of access to transportation, after-school care, or a quiet place to study. These factors can limit their ability to participate fully in certain courses or extracurricular activities.

Limited Awareness of Course Offerings: Among some student groups, there appears to be limited awareness about the breadth of courses available. This could be due to insufficient advising, communication barriers, or cultural expectations that inadvertently guide students towards a narrower range of courses.

Scheduling Conflicts: For some students, especially those with special needs or those involved in extracurricular activities, scheduling conflicts can limit their ability to enroll in a wide range of courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Investment in Resources: Increasing investment in resources to support English learners and students with special needs, ensuring they have the necessary tools and support to access a broad course of study.

Strengthening Support Programs: Enhancing support programs for students, including tutoring, mentoring, and counseling services to address out-of-school barriers and provide additional academic support.

Improving Communication and Advisement: Enhancing communication strategies and advisement services to ensure all students and their families are fully aware of the course offerings and the benefits of enrolling in a diverse range of courses.

Community and Parental Engagement: Engaging with the community and parents through workshops, meetings, and informational sessions to ensure they are informed and can support their children's educational choices.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of					

Coordinating Instruction	1	2	3	4	5
residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					