LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Old Adobe Union School District

CDS Code: 49708476051916

School Year: 2024-25

LEA contact information:

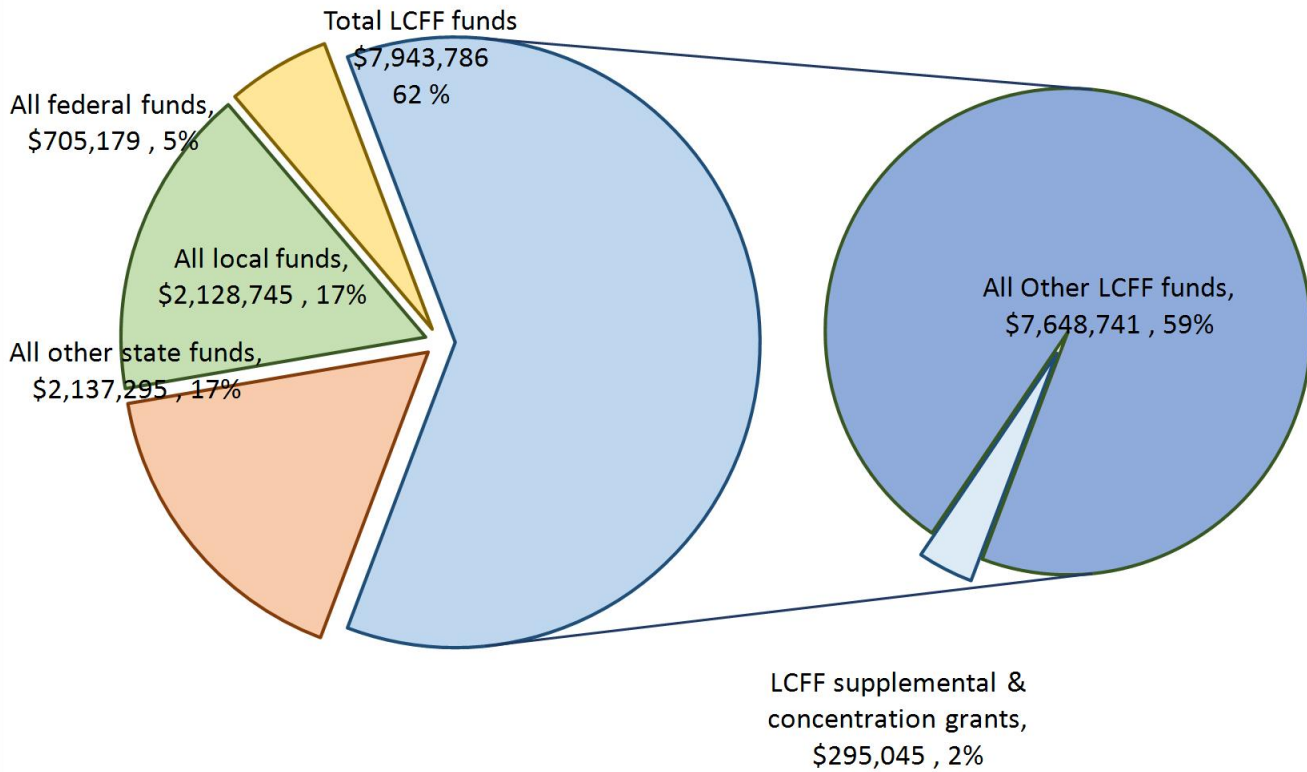Michele Gochberg, Cindy Friberg

Co-Superintendents

mgochberg@oldadobe.org; cfriberg@oldadobe.org

(707) 765-4322

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$7,943,786
62 %

All federal funds,
$705,179 , 5%

All local funds,
$2,128,745 , 17%

All other state funds,
$2,137,295 , 17%

All Other LCFF funds,
$7,648,741 , 59%

LCFF supplemental &
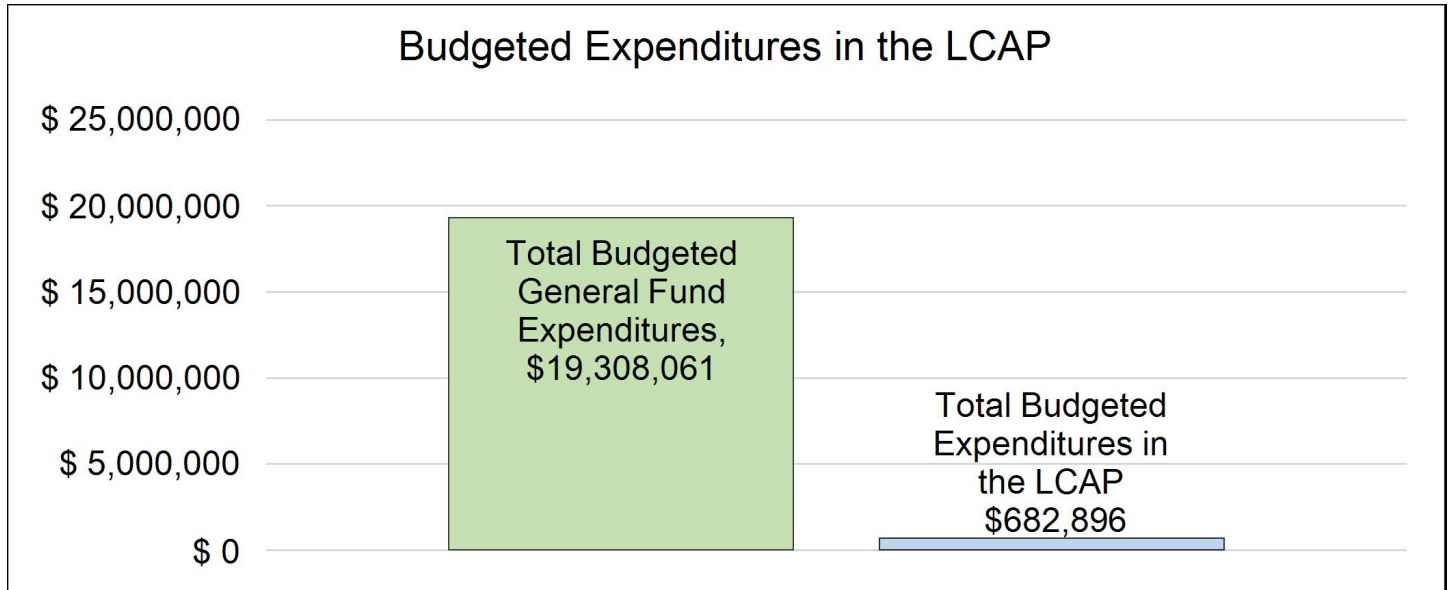concentration grants,
$295,045 , 2%

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

The text description for the above chart is as follows: The total revenue projected for Old Adobe Union School District is $12,915,005, of which $7,943,786 is Local Control Funding Formula (LCFF), $2,137,295 is other state funds, $2,128,745 is local funds, and $705,179 is federal funds. Of the $7,943,786 in LCFF Funds, $295,045 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.

Budgeted Expenditures in the LCAP

$ 25,000,000	
$ 20,000,000	
$ 15,000,000	Total Budgeted General Fund Expenditures, $19,308,061
$ 10,000,000	
$ 5,000,000	Total Budgeted Expenditures in the LCAP $682,896
$ 0	

This chart provides a quick summary of how much Old Adobe Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Old Adobe Union School District plans to spend $19,308,061 for the 2024-25 school year. Of that amount, $682,896 is tied to actions/services in the LCAP and $18,625,165 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
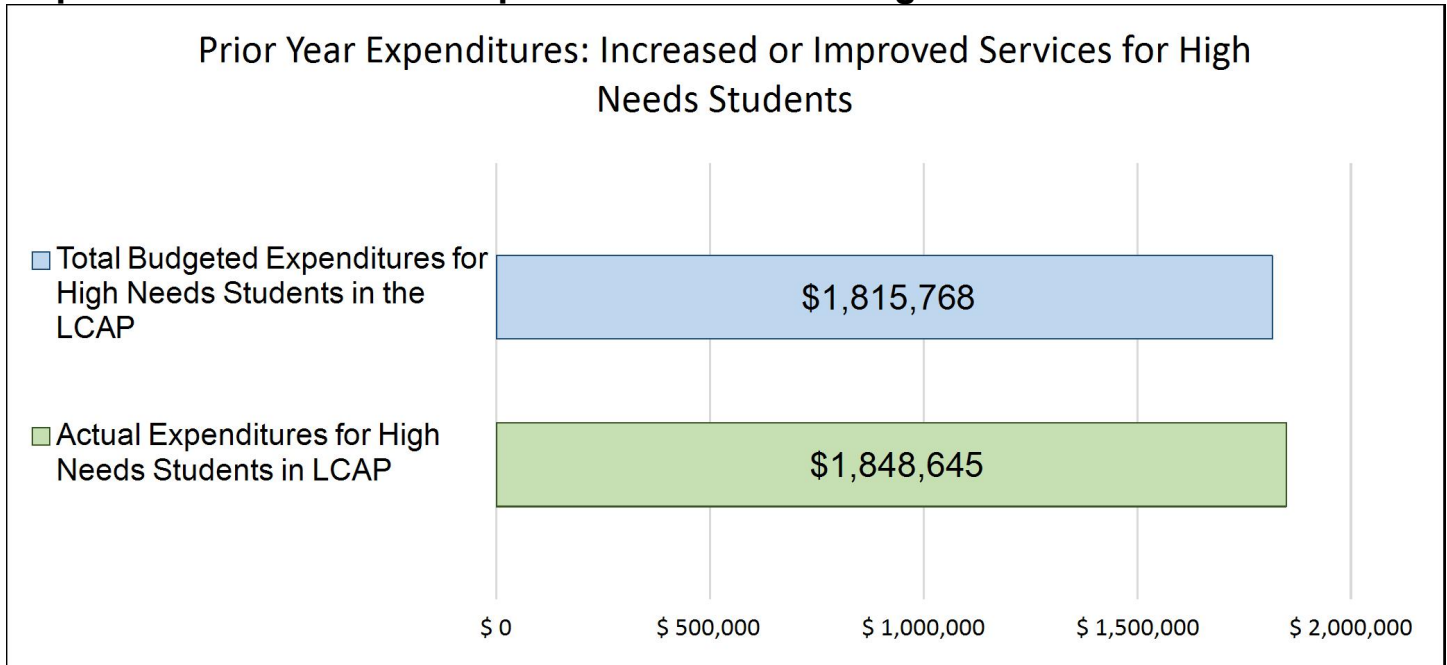
There are a variety of operational expenditures that are not included in the LCAP including those in operations and before/after school programs. Examples include: maintenance, utilities, transportation, before/after school programming, substitute costs for regular absences, administrative costs, and other materials and supplies. The focus of the LCAP is on activities that are core to student development and student achievement, and it was not possible to include all operating expenses in a plan that is designated to highlight the District's efforts in meeting student needs.

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

In 2024-25, Old Adobe Union School District is projecting it will receive $295,045 based on the enrollment of foster youth, English learner, and low-income students. Old Adobe Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Old Adobe Union School District plans to spend $470,278 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,815,768

☐ Actual Expenditures for High Needs Students in LCAP — $1,848,645

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Old Adobe Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Old Adobe Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Old Adobe Union School District's LCAP budgeted $1,815,768 for planned actions to increase or improve services for high needs students. Old Adobe Union School District actually spent $1,848,645 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $32,877 had the following impact on Old Adobe Union School District's ability to increase or improve services for high needs students:

School site did not move forward with filling in current vacant positions in counseling. PBIS budget allocation was not implemented by the school site.

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
Old Adobe Union School District	Michele Gochberg; Cindy Kerr-Friberg Co-Superintendents	mgochberg@oldadobe.org; cfriberg@oldadobe.org (707)765-4322

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement through the implementation of high quality teaching and learning and researched-based instructional strategies to eliminate barriers to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS Next Middle of Year Composite Scores	DIBELS Next Middle of Year Composite Scores (2020/21 school year) 2nd 13/26 50% at benchmark 1st 21/40 53% at benchmark K 15/38 39% at benchmark	Due to the pandemic, this assessment was not given during the 2020/21 school year. 2021/22 DIBELS Next Middle of Year Composite Scores LT: 2nd 62% at benchmark 1st 69% at benchmark K 31% at benchmark LV: does not administer DIBELS MV: 2nd 35% at benchmark 1st 37% at benchmark K 12% at benchmark OA:	2022/23 DIBELS Next Middle of Year Composite Scores LT: 2nd 70% at benchmark 1st 74% at benchmark K 55% at benchmark LV: does not administer DIBELS MV: 2nd 65% at benchmark 1st 34% at benchmark K 36% at benchmark OA: 2nd 82% at or above benchmark 1st 76% at or above benchmark	2023/24 DIBELS Next Middle of Year Composite Scores LT: 2nd 58% at Benchmark 1st 53% at Benchmark K 27% at Benchmark LV: does not administer DIBELS MV: 2nd- 45% at Benchmark 1st- 59% at Benchmark K-45% at Benchmark OA: 2nd- 76% at or above benchmark	DIBELS Next Middle of Year Composite Scores 2nd increase benchmark by 5% 1st increase benchmark by 7% K increase benchmark by 11% Increase use of assessment at each each grade level: K - 2nd: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2nd 65% at benchmark 1st 78% at benchmark SM: 2nd 64% at benchmark 1st 58% at benchmark K 46% at benchmark	SM: 2nd 93% at benchmark 1st 79% at benchmark K 83% at benchmark	1st- 44% at or above benchmark K-50% at or above benchmark SoMo at or above: 2nd–92% at benchmark 1st–77% at benchmark K–90% at benchmark	
District Spring STAR Reading Benchmarks, Grades 2-6 scoring within grade level proficiency	District Spring STAR Reading Benchmarks, Grades 2-6 scoring within grade level proficiency (2020/21 school year) 6th - 59% at benchmark 5th - 42% at benchmark 4th - 53% at benchmark 3rd - 44% at benchmark 2nd - 38% at benchmark	District Spring STAR Reading Benchmarks, Grades 2-6 scoring within grade level proficiency (2021/22 school year) LT: 6th - 45% at benchmark 5th - 44% at benchmark 4th - 61% at benchmark 3rd - 51% at benchmark 2nd - 71% at benchmark	District Spring STAR Reading Benchmarks, Grades 2-6 scoring within grade level proficiency (2022/23 school year) LT: 6th - 58% at benchmark 5th - 49% at benchmark 4th - 70% at benchmark 3rd - 63% at benchmark 2nd - 73% at benchmark	Spring STAR Reading to be administered at the end of February 2024 LT: 6th - 51% at benchmark 5th - 63% at benchmark 4th - 76% at benchmark 3rd - 56% at benchmark 2nd - 88% at Benchmark LV:	District Spring STAR Reading Benchmarks, Grades 2-6 scoring within grade level proficiency 6th increase benchmark by 6% 5th increase benchmark by 8% 4th 2increase benchmark by 6% 3rd increase benchmark by 6% 2nd 1increase benchmark by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LV: 6th - 42% at benchmark 5th - 58% at benchmark 4th - 62% at benchmark 3rd - 41% at benchmark MV: 6th - 37% at benchmark 5th - 36% at benchmark 4th - 28% at benchmark 3rd - 35% at benchmark 2nd - 33% at benchmark OA: 6th - 59% at benchmark 5th - 50% at benchmark 4th - 81% at benchmark 3rd - 68% at benchmark 2nd - 74% at benchmark SM:	LV: 6th - 50% at benchmark 5th - 51% at benchmark 4th - 43% at benchmark 3rd - 50% at benchmark MV: 6th 40% at benchmark 5th 24% at benchmark 4th 26% at benchmark 3rd 20% at benchmark 2nd 43% at benchmark OA: 6th - 56% at benchmark 5th - 75% at benchmark 4th - 76% at benchmark 3rd - 70% at benchmark 2nd- 73% at benchmark SM: 6th - 63% at	6th - 48% at benchmark 5th - 41% at benchmark 4th - 49% at benchmark 3rd - 42% at benchmark MV: 6th 26% at benchmark 5th 34% at benchmark 4th 23% at benchmark 3rd 41% at benchmark 2nd 41% at benchmark OA: 6th - 66% at benchmark 5th - 61% at benchmark 4th - 77% at benchmark 3rd - 71% at benchmark 2nd- 72% at benchmark SM: 6th - 73% at benchmark 5th - 73% at benchmark	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		6th - 61% at benchmark 5th - 65% at benchmark 4th - 90% at benchmark 3rd - 85% at benchmark 2nd - 78% at benchmark	benchmark 5th - 82% at benchmark 4th - 80% at benchmark 3rd - 86% at benchmark 2nd - 78% at benchmark	4th - 88% at benchmark 3rd - 82% at benchmark 2nd - 84% at benchmark	
District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency	District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency (2020/21 school year) 6th - 54% at benchmark 5th - 54% at benchmark 4th - 56% at benchmark 3rd - 63% at benchmark 2nd - 43% at benchmark	District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency (2021/22 school year) LT: 6th - 59% at benchmark 5th - 61% at benchmark 4th - 72% at benchmark 3rd - 59% at benchmark 2nd - 67% at benchmark LV: 6th - 55% at benchmark	District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency (2022/23 school year) LT: 6th - 72% at benchmark 5th - 58% at benchmark 4th - 69% at benchmark 3rd - 56% at benchmark 2nd - 68% at benchmark LV: 6th - 53% at benchmark	Spring STAR Math to be administered at the end of February 2024 LT: 6th - 69% at benchmark 5th - 70% at benchmark 4th - 67% at benchmark 3rd - 69% at benchmark 2nd - 79% at benchmark LV: 6th - 24% at benchmark 5th - 20% at benchmark 4th - 30% at benchmark	District Spring STAR Math Benchmarks, Grades 2-6 scoring within grade level proficiency 6th increase benchmark by 6% 5th increase benchmark by 8% 4th increase benchmark by 6% 3rd increase benchmark by 6% 2nd increase benchmark by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		5th - 58% at benchmark 4th - 63% at benchmark 3rd - 67% at benchmark MV: 6th - 54% at benchmark 5th - 47% at benchmark 4th - 33% at benchmark 3rd - 52% at benchmark 2nd - 33% at benchmark OA: 6th -68% at benchmark 5th - 50% at benchmark 4th - 69% at benchmark 3rd - 66% at benchmark 2nd - 76% at benchmark SM: 6th - 75% at benchmark	5th - 62% at benchmark 4th - 53% at benchmark 3rd - 67% at benchmark MV: 6th - 45% at benchmark 5th - 54% at benchmark 4th - 47% at benchmark 3rd - 37% at benchmark 2nd - 48% at benchmark OA: 6th -55% at benchmark 5th - 71% at benchmark 4th - 76% at benchmark 3rd - 87% at benchmark 2nd - 80% at benchmark SM: 6th - 77% at benchmark	3rd - 46% at benchmark MV: 6th 41% at benchmark 5th 47% at benchmark 4th 41% at benchmark 3rd 48% at benchmark 2nd 59% at benchmark OA: 6th - 56% at benchmark 5th - 64% at benchmark 4th - 73% at benchmark 3rd - 75% at benchmark 2nd - 81% at benchmark SM: 6th - 78% at benchmark 5th - 73% at benchmark 4th - 93% at benchmark 3rd - 88% at benchmark 2nd - 85% at benchmark	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		5th - 86% at benchmark 4th - 87% at benchmark 3rd - 76% at benchmark 2nd - 79% at benchmark	5th - 92% at benchmark 4th - 86% at benchmark 3rd - 93% at benchmark 2nd - 80% at benchmark		
ELPAC Data	1% of ELL students scored Level 4 on the ELPAC 38/400	In the 2020-2021 school year, students were not RFEP'd due to the pandemic and subsequent lack of data. LT: 8% of ELL students scored Level 4 on the ELPAC summative. LV: 13% of ELL students scored Level 4 on the ELPAC MV: 6% of ELL students scored Level 4 on the ELPAC OA:	2022-2023 school year: LT: 10% of ELL students scored Level 4 on the ELPAC summative. LV: 15% of ELL students scored Level 4 on the ELPAC MV: 7% of ELL students scored Level 4 on the ELPAC OA: 47% of ELL students scored Level 4 on the ELPAC SM:	2023-2024 school year: LT: 18% of ELL students scored Level 4 on ELPAC LV: 20% of ELL students scored Level 4 on the ELPAC MV: 10% of ELL student scored level 4 on the ELPAC OA: 33% Of ELL students scored Level 4 on the ELPAC SM:	Increase number of students scoring Level 4 on the ELPAC by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		31% of ELL students scored Level 4 on the ELPAC SM: 10% of ELL students scored Level 4 on the ELPAC 2021-2022 ELPAC summative is in progress.	12% of ELL students scored Level 4 on the ELPAC	38% of ELL students scored Level 4 on ELPAC	
Reclassification (RFEP) data	In the 2019-2020 school year, 1% of ELLs were RFEP'd. 38/400	In the 2020-2021 school year, students were not RFEP'd due to the pandemic and subsequent lack of data. 2021-2022 school year: LT: 8% of ELLs were RFEP'd LV: 13% of ELLs were RFEP'd MV: 6% of ELLs were RFEP'd. OA:	2022-2023 school year: LT: 8% of ELLs were RFEP'd LV: 15% of ELLs were RFEP'd MV: 7% of ELLs were RFEP'd. OA: 46% of ELLs were RFEP'd. SM:	2023-2024 school year: LT: 24% of ELLs were RFEPed LV: 20% of ELLs were RFEPed MV: 10% of ELLs were RFEPed OA: 23% of ELLs were RFEPed SM:	Increase number of students RFEP'd by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		42% of ELLs were RFEP'd. SM: 10% of ELLs were RFEP'd.	12% of ELLs were RFEP'd.	38% of ELLs were RFEPed	
3rd to 6th grade CAASPP Tests results ELA, Math and 5th grade Science	2018-2019 Distance from Standard Met in ELA: 3rd: +1 4th: -2 5th: +17 6th: +6 2018-2019 Distance from Standard Met in Math: 3rd: +11 4th: -1 5th: -22 6th: -26	CASSPP testing was not administered during the 2019-2020 and 2020-2021 school years due to the COVID-19 pandemic.	LT: 2021-2022 Distance from Standard Met in ELA: 3rd: -17 4th: -36 5th: -58 6th: -31 LT: 2021-2022 Distance from Standard Met in Math: 3rd: -25 4th: -26 5th: -75 6th: -54 LV: 2021-2022 Distance from Standard Met in ELA: 3rd: -79 4th: -27 5th: -21 6th: -20	LT: 2022-2023 Distance from Standard Met in ELA: 3rd: -20 4th: -27 5th: -49 6th: -33 LT: 2022-2023 Distance from Standard Met in Math: 3rd: -24 4th: -2 5th: -37 6th: -26 LV: 2022-2023 Distance from Standard Met in ELA 3rd: -40 4th: -66 5th: -12 6th: -18	CASSPP positive increase of at least 2 points in distance from Standard Met in grades 3-6.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			LV: 2021-2022 Distance from Standard Met in Math: 3rd: -48 4th: -21 5th: -28 6th: -32 MV: 2021-2022 Distance from Standard Met in ELA: 3rd: -79 4th: -65 5th: -63 6th: -78 MV: 2021-2022 Distance from Standard Met in Math: 3rd: -46 4th: -72 5th: -89 6th: --82 OA: 2021-2022 Distance from Standard Met in ELA: 3rd: +3 4th: +26 5th: -18	LV: 2022-2023 Distance from Standard Met in Math: 3rd: -6 4th: -43 5th: -35 6th: -44 MV: 2022-2023 Distance from Standard Met in ELA: 3rd: -90 4th: -75 5th: -58 6th: -42 MV: 2022-2023 Distance from Standards Met in Math: 3rd: -92 4th: -88 5th: -99 6th: -98 OA: 2022-2023 Distance from Standard Met in ELA: 3rd: 0 4th: -1.5 5th: -18.2	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			6th: -14 OA: 2021-2022 Distance from Standard Met in Math: 3rd: +16 4th: -12 5th: -71 6th: -12 SM: 2021-2022 Distance from Standard Met in ELA: 3rd: +26 4th: -55 5th: +33 6th: +20 SM: 2021-2022 Distance from Standard Met in Math: 3rd: +11 4th: +45 5th: -8 6th: -7	6th: -2.1 OA: 2022-2023 Distance from Standard Met in Math: 3rd: +8.3 4th: - 8.9 5th: - 30 6th: - 40.1 SM: 2022-2023 Distance from Standard Met in ELA 3rd: +62 4th: +51 5th: +45 6th: +31 SM: 2022-2023 Distance from Standard Met in Math: 3rd: +59 4th: +34 5th: +5 6th: +16	
Williams Act and Common Core Curriculum data:	All students have access to state adopted CCSS	All students have access to state adopted CCSS	All students have access to state adopted CCSS	All students have access to state adopted CCSS	All students have access to state adopted CCSS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials	textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)	textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)	textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)	textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)	textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act
100% teachers appropriately assigned	100% teachers appropriately assigned (2020/21)	100% of teachers were appropriately assigned	100% of teachers were appropriately assigned	100% of teachers were appropriately assigned	100% teachers appropriately assigned
EL Progress	According to the 2019 Dashboard for EL Students making progress towards English Proficiency: OA 30.8 % LT 71.2 % SM 26.7% LV 37.8 % Miwok 46.2 %	The Dashboard was suspended due to the COVID-19 pandemic.	According to the 2022 Dashboard for EL Students making progress towards English Proficiency: OA No Progress (less than 11 students tested) LT 52.6% SM 83.3% LV 51% Miwok 55.7%	According to the 2023 Dashboard for EL Students making progress towards English Proficiency: OA 59.3 LT 59.3% SM (less than 11 students) LV 65% Miwok 41.9%	Dashboard for EL Students making progress towards English Proficiency: OA increase by 5 % LT increase by 10 % SM increase by 5 % LV increase by 10 % Miwok increase by 10 %
Implementation of State Standards	2019-2020 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics	2019-2020 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics	2021-2022 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics	2022-2023 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and Mathematics	Maintain full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Initial stage of implementing programs to support staff in delivering ELD instruction Exploring and researching phase of History textbook adoption	Initial stage of implementing programs to support staff in delivering ELD instruction Exploring and researching phase of History textbook adoption 2021-2022 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics Initial stage of implementing programs to support staff in delivering ELD instruction Exploring and researching phase of History textbook adoption	Integrated ELD is implemented and scheduled, designated ELD instruction will be fully implemented in the 2023-2024 school year Exploring and researching phase of History textbook adoption	Integrated ELD is implemented and designated ELD instruction is partially implemented Exploring and researching phase of History textbook adoption	Move to full implementation of implementing programs to support staff in delivering ELD instruction Move to beginning development of a history textbook adoption
Access to and Enrollment in Broad Course of Study	For the 2019-2020 school year, 100% of Old Adobe Union	For the 2020-2021 school year, 100% of Old Adobe Union	For the 2021-2022 school year, 100% of Old Adobe Union	For the 2022-2023 school year, 100% of Old Adobe Union	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). All students in grades TK – 6 are enrolled in a broad course of study, and all schools offer access and enrollment in the seven areas identified as a broad course of study for grades 1-6. Students can access courses, such as visual and performing arts, both within and outside of the regular school day.	School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). All students in grades TK – 6 are enrolled in a broad course of study, and all schools offer access and enrollment in the seven areas identified as a broad course of study for grades 1-6. Students can access courses, such as visual and performing arts, both within and outside of the regular school day.	School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). All students in grades TK – 6 are enrolled in a broad course of study, and all schools offer access and enrollment in the seven areas identified as a broad course of study for grades 1-6. Students can access courses, such as visual and performing arts, both within and outside of the regular school day.	School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). All students in grades TK – 6 are enrolled in a broad course of study, and all schools offer access and enrollment in the seven areas identified as a broad course of study for grades 1-6. Students can access courses, such as visual and performing arts, both within and outside of the regular school day.	

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.

While overall we were able to implement our actions as planned for Goal 1 that focused on increasing student achievement through the implementation of high quality teaching and learning and researched-based instructional strategies, we encountered both successes and challenges in our implementation. Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. The analysis is below and labeled by each ELA.

LA TERCERA:
Tier 1- Best First Instruction: Action 1.1- Implement STAR Benchmarks using the Renaissance Place Program, Action 1.6 - Highly Qualified Special Education Teachers, Action 1.8- Highly Qualified General Education Teachers, Action 1.40- Instructional Materials and Curriculum
Implementation Status - 4
The LEA has fully implemented these action items. La Tercera is using STAR benchmarks and monitoring students' progress utilizing these assessments and DIBELS. All teachers have met their Highly Qualified Designations. La Tercera is utilizing solid ongoing HR practices, including procedures for hiring and recruitment, leading to highly qualified staff. We have adopted and are utilizing all common core instructional materials.
No substantive difference in planned action compared to the actual implementation.

Intervention- Action 1.47- Summer School, Action 1.7- Provide Instructional Materials, Action 1.35 - Instructional Assistants to Support Instruction at La Tercera, Action 1.38 - Provide MTSS/ELD and Intervention Teachers, Action 1.39- Provide a Response to Intervention Teacher, Action 1.41 - Certificated RTI Staff, Action 1.46- Intervention Staff, Action 1.49- Tutoring
Implementation Status 4-
La Tercera has fully implemented our intervention programs for students. We have a hired full time position that is using intervention materials that have been adopted as a school site. Students have access to IXL for ELA in upper grade classes. Lastly, all students who were identified to need ongoing support over summer had the opportunity to attend summer school.
Action 1.38 has not been fully implemented. Intervention teachers have been implemented, but there is no job description and/or job for an MTSS/ELD Teacher; therefore, this action was not implemented in the 3-year cycle.
No substantive difference in planned action compared to the actual implementation.

Professional Development- Action 1.11 - Implement Curriculum Committee, Action 1.18- Certificated Subs for Professional Learning, Action 1.13 - Certificated Stipends, Action 1.25- Provide Staff Development Opportunities, Action 1.34 - Professional Learning for ELA and ELD Implementation, Action 1.36- Classified Professional Learning for Classified Staff, Action 1.42 - VTS training for new teachers, Action 1.43- Yoshimoto Orton-Gillingham Structured Literacy Training, Action 1.45 - North Coast Teacher Induction, Action 1.48 - Rooster Fellowship, Action 1.50 - ELL Support/Coaching
Implementation Status- 4
La Tercera has fully implemented our professional development plan for this school year. Teachers were identified to be a part of our curriculum leadership team that helped to guide our year PD plan. Teachers had certificated subs so that they can attend the identified professional development. Additionally teachers received stipends for additional time that they spent outside of the classroom. Specific professional development that our teachers received was in Visual Teaching Strategies and Yoshimoto Orton-GIllingham Structured Literacy Training. New Teaches received subs for North Coast Induction. Rooster Fellowship was not implemented due to district priorities on other teacher leadership opportunities. Classified Staff have received professional development opportunities in PBIS and restorative practices. They have been released from their job duties to receive this training during the instructional day. No substantive difference in planned action compared to the actual implementation.

Overall Successes: To ensure this goal is met, La Tercera ensured instructional systems based upon internationally benchmarked student performance standards, ensuring they exemplify the elements of the Graduate Profile and a curriculum framework that is coherent, rigorous,

culturally relevant, and scaffolded K-12. Careful planning and implementation of the actions listed above were done through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices. Additionally, leadership teams were identified to determine site priorities. La Tercera created a site plan to ensure access to professional development even in our substitute shortage. We additionally found ways to ensure that our classified staff received quality professional development though additional paid days, and additional hours. This opportunity has been greatly beneficial to the professional learning of our classified staff.

Overall Challenges: The LEA's ability to continue to ensure subs for district wide professional days has continued to be a challenge. Additional input from the staff has been gathered to continue to guide our next steps in supporting both certificated and classified learning opportunities. Additional challenges for learning have been ongoing coaching and support in implementation of this learning.

LOMA VISTA:
Tier 1 - Best First Instruction: Action 1.1 Implement STAR Benchmarks using the Renaissance Place Program, 1.2 - Continue Contract for Illuminate, Action 1.29 - BCLAD and Highly qualified teacher certification
Implementation Status: 5 – Full Implementation and Sustainability.
Local assessments in ELA and Math are given three times a year in grades 1-6, and data is reviewed. Students continued to receive high quality dual immersion instruction, intervention and enrichment by qualified teachers.
No substantive difference in planned action compared to the actual implementation.

Student Intervention and Enrichment - 1.4 Access to IXL ELA, 1.13 Certificated Stipends, 1.14 Certificated RTI staff, 1.27 Provide Instructional Materials for Early Literacy and Intervention, 1.30 SPARK PE Instruction 1.37 Provide Intervention Teachers and Aides, 1.44 Science Staff, 1.47 - Summer School
Implementation Status: 5 – Full Implementation and Sustainability.
Students have access to enrichment in the regular school day with library, physical education, and science/garden education. Students who need additional interventions are supported through certificated and classified staff, as well as instructional materials and curriculum to support students. No substantive difference in planned action compared to the actual implementation.

Professional Development - Action 1.9 - Professional Development, Action 1.11 - Implement Curriculum Committee, Action 1.18- Certificated Subs for Professional Learning, Action 1.13 - Certificated Stipends, Action 1.28 - Provide Dual Immersion Professional Development, Action 1.45 - North Coast Teacher Induction, Action 1.48 - Rooster Fellowship
Implementation Status: 5 – Full Implementation and Sustainability. Certificated and classified staff receive professional development and participate in district wide committees. No substantive difference in planned action compared to the actual implementation.

Action 1.48 Rooster Fellowship. Not implemented, this partnership is no longer being implemented and will not be continuing.

MIWOK VALLEY:

Tier 1- Classroom Instruction (all students): 1.1- Implement STAR Benchmarks using the Renaissance Place Program; Action 1.3 -Continue contract for Illuminate; Action 1.3 - Utilize Accelerated Reader using the Renaissance Place Program; Action 1.4 - Access to IXL ELA; Action 1.8 - Highly Qualified Teachers; Action 1.11 - Curriculum Leadership Committee; Action 1.16 - Provide Moby Max

Implementation Status: Full Implementation with the following actions: 1.1- Implement STAR Benchmarks using the Renaissance Place Program; Action 1.3 -Continue contract for Illuminate; Action 1.3 - Utilize Accelerated Reader using the Renaissance Place Program; Action 1.4 - Access to IXL ELA; Action 1.8 - Highly Qualified Teachers; Action 1.11 - Curriculum Leadership Committee

The LEA has clear policies and procedures for core and supplemental curriculum adoptions. The LEA has solid ongoing HR practices, including procedures for hiring and recruitment, leading to highly qualified staff. No substantive difference in planned action compared to the actual implementation.

Action 1.16 - Provide Moby Max - not implemented because we are utilizing other technology programs that are more effective.

Professional Development: Action 1.9 - Professional Development; Action 1.17- Classroom Resources for Professional Development; Action 1.18 - Certificated Subs for Professional Learning; Action 1.25- Provide Staff Development Opportunities (Teachers); Action 1.32 - Professional Learning for ELA and ELD Implementation; Action 1.36 - Classified Professional Learning for Classified Staff; Action 1.43 - Yoshimoto Orton-Gillingham Structured Literacy Training; Action 1.45 - North Coast Teacher Induction

Implementation Status: Full implementation with the following actions: Action 1.17- Classroom Resources for Professional Development; Action 1.18 - Certificated Subs for Professional Learning; Action 1.25- Provide Staff Development Opportunities (Teachers); Action 1.36 - Classified Professional Learning for Classified Staff; Action 1.43 - Yoshimoto Orton-Gillingham Structured Literacy Training; Action 1.45 - North Coast Teacher Induction

All necessary educational partners have been trained in how to use the Yoshimoto Orton- Gillingham Structured Literacy training which includes both certificated and classified instructional aides. The LEA has fully implemented providing stipends to certificated staff in roles to support student engagement and interventions services for students. The LEA has provided support to new teachers through the induction program. Certificated staff have been provided certificated substitutes to support professional learning. No substantive difference in planned action compared to the actual implementation

Interventions: Action 1.5 - Provide a Response to Intervention Teacher; Action 1.7 - Provide instructional materials; Action 1.21 - Provide RTI Instructional Assistants; Action 1.47 - Summer School

Implementation Status: Full implementation with the following actions: Action 1.5 - Provide a Response to Intervention Teacher; Action 1.7 - Provide instructional materials; Action 1.21 - Provide RTI Instructional Assistants; Action 1.47 - Summer School. Summer school is being offered, as a priority to our unduplicated students. In addition, instructional materials have been provided for classified and certificated staff members providing intervention. No substantive difference in planned action compared to the actual implementation

Overall success: To ensure this goal is met, Miwok Valley ensured instructional systems based upon internally benchmarked student performance standards, ensuring they exemplify the elements of the Graduate Profile and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning and implementation of the actions listed above were done through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices. Additionally, leadership teams were identified to determine site priorities. Miwok Valley created a site plan to ensure access to

professional development. We additionally found ways to ensure that our classified staff received quality professional development. This opportunity has been greatly beneficial to the professional learning of our classified staff.

Overall Challenges: Based on the California Dashboard, our English language learners (ELL's) and students with disabilities (SWD) are at the lower performance level band based on the CAASPP ELA results. Our SWD performance on the English Language Arts Assessments indicate that SWD are performing 141 points below standard, which declined in comparison to the previous year by 25 points. In addition, our ELL's are at the lower performance level which indicates that they are performing 90 points below standard, which declined by 6.6 points in comparison to the previous year. According to the California Dashboard, the following subgroups are performing at the lower performance level band, based on the CAASPP Math Results- ELL's, SWD, Hispanic students, and socioeconomically disadvantaged students. The data indicates that our ELL's are 105 points below state standard, and in comparison to the previous year they declined by 17.4 points; our SWD are 166 points below standard, and in comparison to the previous year they declined by 54 points; Our Hispanic students are 97 points below standards, and in comparison to the previous year declined by 15.2 points. Lastly, our socioeconomically disadvantaged students are performing 98 points below standard, and in comparison to the previous year they declined by 18.5 points. Based on the California Dashboard, 41.9% of current ELL's students are making progress towards English language proficiency, however in comparison to the previous year, ELL's overall progress declined by 13.8%. While 24.4% decreased at least one ELPI Level. EL's are underperforming in comparable rates to grade level peers, actions and services including professional development and training to support designated/integrated ELD has been provided to both classified and certificated staff which include working with the Sonoma County Office of Education. In addition, we provided after school intervention to support language learners preparing for the ELPAC/CAASPP. Our students with disabilities will continue to receive academic support based on their individualized education plans (IEP's).

OLD ADOBE:
Tier 1 - Best First Instruction:
Action- 1.1 - Implement STAR Benchmarks using the Renaissance Place Program, Action 1.2 - Continue contract for Illuminate, Action 1.3- Utilize Accelerated Reader using the Renaissance Place Program, Action 1.4 - Access to IXL ELA, Action 1.6 - Highly qualified special education teachers, Action 1.8- Highly Qualified general education teachers, Action 1.10- Common Core Instructional Materials, Action 1.23- Reading materials for classroom Libraries Action 1.24 - Instructional Assistants to support instruction at Old Adobe Elementary Charter, Action 1.31 - Provide instructional materials

Implementation status- Full Implementation: Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.10, 1.23, 1.31
The LEA has clear policies and procedures for core and supplemental curriculum adoptions. The LEA has solid ongoing HR practices, including procedures for hiring and recruitment, leading to highly qualified staff.
No substantive difference in planned action compared to the actual implementation.

Action 1.24- The LEA implemented this action for one year immediately following COVID and student return to campus. This action is no longer being implemented as one-time funds were utilized. There are no plans to continue this action moving forward.

Professional Development:

Action 1.13- Certificated Stipends, Action 1.18- Certificated subs for professional learning, Action 1.36- Classified professional learning for classified staff, Action 1.45- North Coast Teacher Induction, Action 1.48- Rooster Fellowship

Implementation status- Full Implementation: Actions 1.13, 1.18, 1.45
The LEA has fully implemented providing stipends to certificated staff in roles to support student engagement and interventions services for students. The LEA has provided support to new teachers through the induction program. Certificated staff have been provided certificated substitutes to support professional learning. No substantive difference in planned action compared to the actual implementation

Implementation status- Initial Implementation: Action 1.36, 1.48
The LEA has provided initial professional development to classified staff. Continuing to provide high quality, and relevant, professional development to classified staff will continue to be a goal moving into the 24/25 school year. Action 1.48 did not continue into this school year. Action 1.48 will not be continued moving forward.

Intervention Tier 2:
Action 1.12 - Provide a response to intervention teacher, Action 1.26- Provide instructional assistants as part of the RtI Team, Action 1.47- Summer school, Action 1.49- Tutoring
Implementation status- Full Implementation: Actions 1.12, 1.26, 1.47
Implementation status- Beginning Implementation: Action 1.49
Tutoring has been provided to students outside of the school day. However, staffing afterschool tutoring has been challenging. As a result, the school has been able to offer after school tutoring inconsistently.

SONOMA MOUNTAIN:
Tier 1- Tier 1/Best First Instruction: 1.1–Implement STAR Benchmarks using the Renaissance Place Program, 1.2–Access to IXL ELA, 1.3 – Utilize Accelerated Reader using the Renaissance Place Program, 1.8– Highly Qualified General Education Teachers, 1.14 - Implement Technology Committee, 1.15–Provide Support for CCSS Technology Standards, 1.33 - Science Tech Support
Implementation Status - 4
The LEA has fully implemented these action items. Sonoma Mountain is using STAR benchmarks and monitoring students' progress utilizing these assessments and DIBELS. All teachers have met their Highly Qualified Designations. Sonoma Mountain is utilizing solid ongoing HR practices, including procedures for hiring and recruitment, leading to highly qualified staff. We have adopted and are utilizing all common core instructional materials. There is no substantive difference in planned action compared to the actual implementation.

Action 1.14 - The Technology Committee has been eliminated due to increased staffing and support at the District level.
Action 1.15–Provide Support for CCSS Technology Standards was eliminated in the 2022-2023 school year due reduced funding.

Intervention- Action 1.7 - Provide Instructional Materials, Action 1.19- Provide a Response to Intervention Teacher
Implementation Status-4

Sonoma Mountain has fully implemented our intervention programs for students. We have a 1.0 FTE intervention teacher that is using intervention materials that have been adopted as a school site. Students have access to Lexia and IXL for ELA in lower and upper grade classes.
No substantive difference in planned action compared to the actual implementation.

Professional Development— 1.9–Professional Development, 1.20 - Write Tools Professional Development, 1.22 - Provide ELA Professional Learning, 1.42 –VTS Training for New Teachers, 1.43 –Yoshimoto Orton-Gillingham Structured Literacy Training, 1.45–North Coast Teacher Induction
Implementation Status- 5 Full Implementation and Sustainability
Sonoma Mountain has fully implemented our professional development plan for this school year. Teachers were identified to be a part of our curriculum leadership team that helped to guide our yearly PD plan. Teachers had certificated subs so that they can attend the identified progressional development. Additionally teachers received stipends for additional time that they spent outside of the classroom. Specific professional development that our teachers received was in Visual Teaching Strategies and Yoshimoto Orton-GIllingham Structured Literacy Training. New Teachers received subs for North Coast Induction. Classified Staff have received professional development opportunities in PBIS and restorative practices. They have been released from their job duties to receive this training during the instructional day.
No substantive difference in planned action compared to the actual implementation.

Overall Successes: To ensure this goal is met, Sonoma Mountain ensured instructional systems based upon internally benchmarked student performance standards, ensuring they exemplify the elements of the Graduate Profile and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded in TK-6th grades. Careful planning and implementation of the actions listed above were done through collaboration between teachers and administration, Professional Learning Communities (PLC's) that determine research-based instruction and assessment practices. Additionally, leadership teams were identified to determine site priorities. We additionally found ways to ensure that our classified staff received quality professional development though additional paid days, and additional hours. This opportunity has been greatly beneficial to the professional learning of our classified staff.

Overall Challenges: Additional input from the staff has been gathered to continue to guide our next steps in supporting both certificated and classified learning opportunities. Additional challenges for learning include ongoing coaching and support in implementing this learning.

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.

Below is a review of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures:

Action 1.1 - Implement STAR Benchmarks using the Renaissance Place Program - The action was implemented and all budgeted expenditures were incurred.
Action 1.2 - Continue Contract for Illuminate - The action was implemented and all budgeted expenditures were incurred.

Action 1.3 - Utilize Accelerated Reader using the Renaissance Place Program - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.1).

Action 1.4 - Access to IXL ELA - The action was implemented but not all budgeted expenditures were incurred.

Action 1.5 - Provide a Response to Intervention Teacher - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.

Action 1.6 - Highly Qualified Special Education Teachers - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.

Action 1.7 - Provide instructional materials - The action was implemented but not all budgeted expenditures were incurred. The PBIS supplies at La Tercera were budgeted but not ordered until the 2025 Fiscal Year.

Action 1.8 - Highly Qualified General Education Teachers - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.

Action 1.9 - Professional Development - Additional costs were incurred to support the implementation of this action.

Action 1.10 - Common Core Instructional Materials - The action was implemented but not all budgeted expenditures were incurred. There was a credit of $4000 for teacher participation in the pilot program from CPM Math.

Action 1.11 - Implement Curriculum Committee - The action was implemented but not all budgeted expenditures were incurred.

Action 1.12 - Provide a Response to Intervention Teacher - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.5).

Action 1.13 - Certificated Stipends - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits and the addition of stipend positions.

Action 1.14 - Implement Technology Committee - The action was not implemented.

Action 1.15 - Provide Support for CCSS Technology Standards - The action was not implemented, reduction in programming due to one-time funds.

Action 1.16 - Provide MobyMax - The action was not implemented.

Action 1.17 - Classroom Resources for Professional Development - The action was implemented but there were no funds allocated due to free resources.

Action 1.18 - Certificated Subs for Professional Learning - The action was implemented but one-time funds were utilized.

Action 1.19 - Provide a Response to Intervention Teacher - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.5).

Action 1.20 - Write Tools Professional Development - Additional costs were incurred to support the implementation of this action. Two additional days of professional development were provided.

Action 1.21 - Provide RtI Instructional Assistants - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.

Action 1.22 - Provide ELA Professional Learning - Additional costs were incurred to support the implementation of this action. Additional professional development opportunities were needed due to the ELA adoption.

Action 1.23 - Reading Materials for Classroom Libraries - This action was not implemented.

Action 1.24 - Instructional Assistants to Support Instruction at Old Adobe Elementary Charter - This action was implemented in 2021-2022 with one-time ESSR funds.

Action 1.25 - Provide Staff Development Opportunities - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.9).

Action 1.26 - Provide Instructional Assistants as Part of the RtI Team - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.21).

Action 1.27 - Provide Instructional Materials for Early Literacy and Intervention - The action was implemented in 2021-2022 with one-time ESSR funds.

Action 1.28 - Provide Dual Immersion Professional Development - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.9).

Action 1.29 - BCLAD and Highly Qualified Teacher Certification - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.8).

Action 1.30 - SPARK PE Instruction - The action was implemented but reflected expenditures reflected in Action 3.11.

Action 1.31 - Provide Instructional Materials - The action was implemented but not all budgeted expenditures were incurred (expenditures included in Action 1.10).

Action 1.32 - Professional Learning for ELA and ELD Implementation - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.9).

Action 1.33 - Science Tech Support - The action was implemented and all budgeted expenditures were incurred.

Action 1.34 - Professional Learning for ELA and ELD Implementation - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.9).

Action 1.35 - Instructional Assistants to Support Instruction at La Tercera - This action was implemented in 2021-2022 with one-time ESSR funds.

Action 1.36 - Classified Professional Learning for Classified Staff - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.

Action 1.37 - Provide Intervention Teachers and Aides -The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.12 and Action 1.21).

Action 1.38 - Provide MTSS/ELD and Intervention Teachers - MTSS/ELD teacher action was not implemented. Intervention teacher was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.5).

Action 1.39 - Provide a Response to Intervention Teacher - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.5).

Action 1.40 - Instructional Materials and Curriculum - The action was implemented but not all budgeted expenditures were incurred (expenditures included in Action 1.10).

Action 1.41 - Certificated RTI Staff - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.5).

Action 1.42 - VTS Training for New Teachers - The action was implemented but not all budgeted expenditures were incurred. In class coaching support was budgeted for 2023 Fiscal Year but not used in 2024 Fiscal Year.

Action 1.43 - Yoshimoto Orton-Gillingham Structured Literacy Training - The action was implemented and all budgeted expenditures were incurred.

Action 1.44 - Science Staff - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.33).

Action 1.45 - North Coast Teacher Induction - The action was implemented and all budgeted expenditures were incurred.

Action 1.46 - Classified RTI Staff - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.5).

Action 1.47 - Summer School - The action was implemented and all budgeted expenditures were incurred.
Action 1.48 - Rooster Fellowship - The action was not implemented.
Action 1.49 - Tutoring - The action was implemented but not all budgeted expenditures were incurred as it was postponed to evaluate metrics/criteria for effectiveness.
Action 1.50 - ELL Support/Coaching - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 1.9).

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

The combined impact of the actions in Goal 1 over the course of the 3-year LCAP cycle (2021-22, 2022-23, and 2023-24) are improving the outcomes of the related metrics measuring student learning and academic achievement for students overall. We continue to have achievement gaps for our unduplicated student groups including English Learners, Socio-economically Disadvantaged, Foster Youth, and Homeless.

Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. Actions have been analyzed to be effective or ineffective using the dashboard and local data. The analysis is below and labeled by each LEA.

LA TERCERA:
The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal: to support the progress in meeting the goal to improve student achievement through the implementation of high quality of teaching and learning and research-based instructional strategies to eliminate barriers to student success.
Action(s): Action 1.1- Implement STAR Benchmarks using the Renaissance Place Program, Action 1.6 - Highly Qualified Special Education Teachers, Action 1.8- Highly Qualified General Education Teachers, Action 1.40- Instructional Materials and Curriculum
Effectiveness of Action(s): Effective
Metric(s): STAR Benchmark Assessments, SARC, DIBELS, ELPAC,
La Tercera Elementary School observed progress towards Student Achievement using the following measures in 2023-2024:
Increase in overall proficiency of students on STAR Reading and Math Benchmarks:

6% increase in grade level proficiency from 22-23 to 23-24 school years in STAR Reading. 61% of 2nd-6th graders were at grade level proficiency in STAR Reading on the Spring Benchmark in 22-23, and 67% of 2nd-6th graders were at grade level proficiency in STAR Reading on the Spring Benchmark in 23-24.

6% increase in grade level proficiency from 22-23 to 23-24 school years in STAR Math. 65% of 2nd-6th graders were at grade level proficiency in STAR Reading on the Spring Benchmark in 22-23, and 71% of 2nd-6th graders were at grade level proficiency in STAR Reading on the Spring Benchmark in 23-24.

ELL Data

While our English Learners fell in the very low range, their points in ELA increased 12.7 points.

Looking at our 5x5 report card for English Learner Progress, we fell in the green with 59.37 making progress; this is an increase of 6.7% and we expect to see this continue to increase.

As a site we increased our reclassification from 8% to 24%

Increased the number of our students scoring a 4 on the ELPAC from 10% in 2022-2023 to 18% in the 2023-2024 school year.

CAASPP Data

ELA - overall our entire school in the orange with no subgroups in the red. We have two subgroups in the yellow: Hispanic and Socio-Economically disadvantaged. We have two subgroups in the orange- white and English Language Learners We are 32 points below standard, however we maintained. .

Math - overall as a school site we are in the yellow. White subgroup fell in the orange, while all other subgroups, Hispanic, English Language Learners and Socioeconomically disadvantaged were in the yellow.

Analysis Statement: The change in focusing on using our progress monitoring assessment to guide our instruction and intervention has lead to positive outcomes for student achievement. We have a higher number of students who are reaching proficiency in reading and a larger number of students that have met the criteria for reclassification.. There is still work to do around targeting specific skills based off of data, and a plan for systematic and strategic support between our intervention staff and classroom teachers. Based on the 5x5 dashboard placement card, while our data is overall low status,, we did increase proficiency by 32.3 percent. Our students who identified as socioeconomically disadvantaged increased by 43.5 points and our Hispanic students increased by 13.7 points. While our English Learners fell in the very low range, their points in ELA increased 12.7 points. Looking at our 5x5 report card for English Learner Progress, we fell in the green with 59.37 making progress. This was an increase of 6.72 from 52.6 from the 2022 Dashboard. As a site we increased our reclassification from 8% to 24%, and we increased the number of our students scoring a 4 on the ELPAC from 10% in 2022-2023 to 18% in the 2023-2024 school year. Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores and our local measures, we will continue this action into the new three-year cycle.

Action(s): Intervention- Action 1.47- Summer School, Action 1.7- Provide Instructional Materials, Action 1.35 - Instructional Assistants to Support Instruction at La Tercera, Action 1.38 - Provide MTSS/ELD and Intervention Teachers, Action 1.39- Provide a Response to Intervention Teacher, Action 1.41 - Certificated RTI Staff, Action 1.46- Intervention Staff, Action 1.49- Tutoring

Effectiveness of Action(s): Somewhat effective

Metric(s): Star Reading, DIBELS

Analysis Statement: La Tercera Elementary School did see a response to our overall intervention programs. The intervention program has been a support to help to accelerate student growth, but has not developed the students' rates of progress sot hat they did not need the specific support ongoing throughout the school year. Students who were identified for intervention received multiple rounds fo support. .

This action has positively impacted one or more of the goal indicators listed above. The percentage of students that are considered proficient from BOY to EOY have grown. Because of the feedback from teachers and staff and along with our need for ongoing Tier 3 support, along with adoption of a new curriculum , we will continue this action into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).?

Action(s): Action 1.11 - Implement Curriculum Committee, Action 1.18- Certificated Subs for Professional Learning, Action 1.13 - Certificated Stipends, Action 1.25- Provide Staff Development Opportunities, Action 1.34 - Professional Learning for ELA and ELD Implementation, Action 1.36- Classified Professional Learning for Classified Staff, Action 1.42 - VTS training for new teachers, Action 1.43- Yoshimoto Orton-Gillingham Structured Literacy Training, Action 1.45 - North Coast Teacher Induction, Action 1.48 - Rooster Fellowship, Action 1.50 - ELL Support/Coaching
Effectiveness of Action(s): Effective
Metric(s): Classroom Observations, Teacher surveys, Professional Development Surveys

Analysis Statement: The Professional Development action items were launched with fidelity at our school site. All teachers at our school site have been trained in Yoshimoto Orton-Gillingham Structured Literacy. Additionally, any teachers who had not been trained in Visual Thinking Strategies. Teachers in addition the the initial training, have received instructional coaching opportunities. These opportunities include watching lesson modeling, co teaching, or teacher observation feedback cycle. At our school site no teacher missed any training due to a lack of substitute because of the site plan for coverage. Our new teacher training has been effective and supportive. Our new teacher has completed all components of the program for this school year. Lastly, our professional development for our classified staff received specific training in support of a positive school culture and the basic principles of restorative practices. This training was provided during the instructional day, and we were able to either compensate teachers for additional hours or relieve them of their normal duties for a specific time period during the instructional day.   Because of the feedback from the community, we will continue this action into the new three-year cycle with some changes to the design.

LOMA VISTA:
Action: Tier 1 Instruction: Action 1.1 Implement STAR Benchmarks using the Renaissance Place Program, 1.2 - Continue Contract for Illuminate, Action 1.29 - BCLAD and Highly qualified teacher certification
Effectiveness of Action: Effective

Student Intervention and Enrichment - 1.4 Access to IXL ELA, 1.13 Certificated Stipends, 1.14 Certificated RTI staff, 1.27 Provide Instructional Materials for Early Literacy and Intervention, 1.30 SPARK PE Instruction 1.37 Provide Intervention Teachers and Aides, 1.44 Science Staff, 1.47 - Summer School
Effectiveness of Action: Effective

Professional Development - Action 1.9 - Professional Development, Action 1.11 - Implement Curriculum Committee, Action 1.18- Certificated Subs for Professional Learning, Action 1.13 - Certificated Stipends, Action 1.28 - Provide Dual Immersion Professional Development, Action 1.45 - North Coast Teacher Induction, Action 1.48 - Rooster Fellowship
Effectiveness of Action: Effective

Positive increases in the areas of ELA achievement, math achievement, EL progress, and ELPAC results were obtained. Thus, our efforts in these areas have demonstrated efficacy.

ELA: As measured by CAASPP results, 2021-2022 results were 39.7 points from standard. 2022-2023 results were 34.7 points from standard. This is a positive increase of 5 points. The goal for this area was a positive increase of 2 or more points. Therefore this goal was not only met, but exceeded.

EL Progress: 64.5% of English learners demonstrated making progress toward proficiency in 2022-2023 as measured on the California School Dashboard. This is a 13.5% increase which far exceeds the goal of increasing by 5%. On the ELPAC, 20% of students scored Level 4 in 2022-2023. This was an increase of 5% which exceeds our goal of a 2% or better increase.

MIWOK VALLEY:
Tier 1- Classroom Instruction (all students): 1.1- Implement STAR Benchmarks using the Renaissance Place Program; Action 1.3 -Continue contract for Illuminate; Action 1.3 - Utilize Accelerated Reader using the Renaissance Place Program; Action 1.4 - Access to IXL ELA; Action 1.8 - Highly Qualified Teachers; Action 1.11 - Curriculum Leadership Committee; Action 1.16 - Provide Moby Max
Effectiveness of Action(s): Effective
Metric(s):DIBELS Next Middle of Year Composite Scores; District Spring STAR Reading/Math Benchmarks, Grades 2-6 scoring within grade level proficiency; ELPAC Data; Reclassification (RFEP) data; 3rd to 6th grade CAASPP Tests results ELA, Math and 5th grade Science;

Analysis Statement: Targeted, systematic Tier 1 classroom instruction ensures that all learners are accessing grade level standards. The California ELA/ELD Framework, Integrated ELD means supporting language used during daily content area lessons so English Learners can learn grade-level content. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Designated and Integrated ELD instruction is a component of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning. Therefore, specific instruction via Integrated ELD and Designated ELD is required of all teachers for students in their class who are designated as a language learner. Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores and our local measures, we will continue this action into the new three-year cycle.

Professional Development: Action 1.9 - Professional Development; Action 1.17- Classroom Resources for Professional Development; Action 1.18 - Certificated Subs for Professional Learning; Action 1.25- Provide Staff Development Opportunities (Teachers); Action 1.32 - Professional Learning for ELA and ELD Implementation; Action 1.36 - Classified Professional Learning for Classified Staff; Action 1.43 - Yoshimoto Orton-Gillingham Structured Literacy Training; Action 1.45 - North Coast Teacher Induction
Effectiveness of Action(s): Effective
Metric(s):DIBELS Next Middle of Year Composite Scores; District Spring STAR Reading/Math Benchmarks, Grades 2-6 scoring within grade level proficiency; ELPAC Data; Reclassification (RFEP) data;3rd to 6th grade CAASPP Tests results ELA, Math and 5th grade Science;

Analysis Statement: Professional development opportunities continue to be offered to teachers for curricular programs essential in teaching the Common Core State Standards specifically in literacy instruction as all teachers in grades TK-6 have received Orton-Gillingham training.These professional development opportunities paired with dedicated teacher collaboration time have been the best tools in making sure that our teachers and support staff are able to meet the needs of all learners. Lastly, our professional development for our classified staff received specific training in support of a positive school culture and the basic principles of restorative practices, which aligned with our MTSS/PBIS implementation. In addition, our instructional aides were given the opportunity for professional development utilizing Yoshimoto Orton- Gillingham Structured Literacy Training. This training was provided during the instructional day. North Coast Teacher Induction is designed for Preliminary Education Specialist , Multiple Subject and Single Subject credential holders. Each credential has a unique set of standards that must be met in order to obtain a California Clear Credential. Successful completion of NCTIP and any additional credential requirements leads to a
California Clear Credential supported new teachers   Because these actions are effective, we will continue this action into the new three-year cycle.

Interventions: Action 1.5 - Provide a Response to Intervention Teacher; Action 1.7 - Provide instructional materials; Action 1.21 - Provide RTI Instructional Assistants; Action 1.47 - Summer School
Effectiveness of Action(s): Effective
Metric(s):DIBELS Next Middle of Year Composite Scores; District Spring STAR Reading Benchmarks; ELPAC Data; Reclassification (RFEP) data; 3rd to 6th grade CAASPP Tests results ELA.

Analysis Statement: Response to Intervention (RTI) continues to provide targeted instruction to students below benchmark in reading and math. Through informative data and discussion, our classroom teachers in collaboration with our RTI Teacher determined target areas of instruction for students; goals were set for students who need extra support. Extra resources, support, and personnel are used through our RTI model to provide help to our students who are not at grade level or making progress towards reading, math and writing standards. These identified students work one-on-one or in small groups during the school day, or after school. The instruction is via push in, pull out, or a combination of both, and the curriculum and lessons are connected to the Tier 1 instruction occurring in the classroom. Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores and our local measures, we will continue this action into the new three-year cycle.

OLD ADOBE:
Tier 1 - Best First Instruction:
Action- 1.1 - Implement STAR Benchmarks using the Renaissance Place Program, Action 1.2 - Continue contract for Illuminate, Action 1.3- Utilize Accelerated Reader using the Renaissance Place Program, Action 1.4 - Access to IXL ELA, Action 1.6 - Highly qualified special education teachers, Action 1.8- Highly Qualified general education teachers, Action 1.10- Common Core Instructional Materials, Action 1.23- Reading materials for classroom Libraries Action 1.24 - Instructional Assistants to support instruction at Old Adobe Elementary Charter, Action 1.31 - Provide instructional materials

Effectiveness of Action(s): Effective
Metric(s): STAR Benchmark Assessments, DIBELS, ELPAC, and CAASPP

Old Adobe Elementary Charter School observed progress towards Student Achievement using the following measures in 2023-2024:
CAASSP/California State Dashboard:
All students are in the green level in English Language Arts at 5.3 points above standard and increased by 3.7 points; socioeconomically disadvantaged students are at the yellow level and increased by 22.7 points; white students are in the yellow level and maintained; Hispanic students are in the green level and increased by 23.7 points; subgroups have maintained or increased on progress
All students are in the yellow level in Mathematics at 17.1 points below standard; however, all subgroups have maintained or increased in progress in mathematics; our Hispanic students are in the orange and have maintained progress; our socioeconomically disadvantaged students are in the yellow and have increased by 15.9 points; our white students are in the green and have increased 3.7 points. We will provide targeted support and monitoring to ensure this group is at or above standard.
Our EL indicator demonstrates that 54.5% of our students are making progress towards EL proficiency. This movement is in the right direction and we will continue our systematic, ELA instruction with a focus on integrated and designated ELD to ensure that our EL students continue to make progress.

Analysis Statement: Targeted, systematic Tier 1 instruction ensures that all learners are accessing grade level standards. Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores and our local measures, we will continue this action into the new three-year cycle.

Professional Development:
Action 1.13- Certificated Stipends, Action 1.18- Certificated subs for professional learning, Action 1.36- Classified professional learning for classified staff, Action 1.45- North Coast Teacher Induction, Action 1.48- Rooster Fellowship
Effectiveness of Action(s): Effective
Metric(s): Star Reading, DIBELS

Analysis Statement: Our Student Success Model continues to provide targeted instruction to students below benchmark in reading. Through informative data and discussion, our classroom teachers, in collaboration with our RTI Teacher, determined target areas of instruction for students; goals were set for students who need extra support. Extra resources, support, and personnel are used through our Student Success Model (RTI) to provide help to our students who are not at grade level or making progress towards reading and writing standards. These identified students work one-on-one or in small groups during the school day. The instruction is via push in, pull out, or a combination of both, and the curriculum and lessons are connected to the Tier 1 instruction occurring in the classroom. Because this action was effective, as demonstrated by growth in our metrics, we will continue this action into the new three-year cycle.

Action(s): Professional Development - Action 1.12 - Provide a response to intervention teacher, Action 1.26- Provide instructional assistants as part of the RtI Team, Action 1.47- Summer school, Action 1.49- Tutoring
Implementation status- Full Implementation: Actions 1.12, 1.26, 1.47
Implementation status- Beginning Implementation: Action 1.49
Effectiveness of Action(s): Effective

Analysis Statement: Professional development opportunities continue to be offered to teachers for curricular programs essential in teaching the Common Core State Standards specifically in literacy instruction as all teachers in grades TK-6 have received Orton-Gillingham training.

These professional development opportunities paired with dedicated teacher collaboration time have been the best tools in making sure that our teachers and support staff are able to meet the needs of all learners. Lastly, our professional development for our classified staff received specific training in support of a positive school culture and the basic principles of restorative practices. This training was provided during the instructional day, and we were able to either compensate teachers for additional hours or relieve them of their normal duties for a specific time period during the instructional day. Because these actions are effective, we will continue this action into the new three-year cycle.

SONOMA MOUNTAIN:
Action(s): Tier 1/ Best First Instruction: - 1.1–Implement STAR Benchmarks using the Renaissance Place Program, 1.2–Access to IXL ELA, 1.3 – Utilize Accelerated Reader using the Renaissance Place Program, 1.8– Highly Qualified General Education Teachers, 1.14 - Implement Technology Committee, 1.15–Provide Support for CCSS Technology Standards, 1.33 - Science Tech Support
Effectiveness of Action(s): Effective
Metric(s): STAR Benchmark Assessments, DIBELS, ELPAC, and CAASSP
Sonoma Mountain Elementary Charter School observed progress towards Student Achievement using the following measures in 2023-2024:
Increase in percentage of students scoring at or above grade level proficiency in DIBELS:
DIBELS Next Middle of Year Composite Scores rising from 85% of students K-2nd grade at or above benchmark in 2022-2023 to 86% of students K-2nd grade at or above benchmark in 2023-2024
Increase in overall proficiency of students on STAR Reading and Math Benchmarks
District Winter STAR Reading Benchmarks for Grades 2-6 scoring within grade level proficiency rose from 78% to 80% in Reading and from 86% to 84% in Math
CAASSP/California State Dashboard:
All students are in the blue level in English Language Arts at 47 points above standard and increased by 12.2 points; socioeconomically disadvantaged students are at the yellow level and declined by 5.9 points but are still at 2.1 points above standard.
All students are in the green level in Mathematics at 25.8 points above standard with an increase of 11.3 points; socioeconomically disadvantaged students are in the yellow level at 15.3 points below standard which is a decline of 5.6 points. We will provide targeted support and monitoring to ensure this group is at or above standard.
Hispanic students in English Language Arts scored 6.3 points above standard and maintained 0.4 points which indicates that this group needs targeted support and monitoring. However, in math, our Hispanic students are in the green status; they increased by 3.1 points and are 0.5 points above standard. This movement is in the right direction and we will continue our systematic, comprehensive math instruction with support to ensure that our HIspanic students continue to make progress.
Increase in number of students who were reclassified as Fluent English Proficient
In 2022-2023 12% of English Language Learners were reclassified. During the 2023-2024 school year 38% of our English Language Learners were reclassified.

Analysis Statement: Targeted, systematic Tier 1 instruction ensures that all learners are accessing grade level standards. Putting professional development into practice is reflected in all metrics. Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores and our local measures, we will continue these actions into the new three-year cycle.

Action(s): Intervention- Action 1.7 - Provide Instructional Materials, Action 1.19- Provide a Response to Intervention Teacher

Effectiveness of Action(s): Effective

Metric(s): See metrics above

Analysis Statement: Our Student Success Model continues to provide targeted instruction to students below benchmark in reading and math. Through informative data and discussion, our classroom teachers in collaboration with our RTI Teacher determined target areas of instruction for students; goals were set for students who need extra support. Extra resources, support, and personnel are used through our Student Success Model (RTI) to provide help to our students who are not at grade level or making progress towards reading and writing standards. These identified students work one-on-one or in small groups before school, during the school day, or after school with our Student Success Team. The instruction is via push in, pull out, or a combination of both, and the curriculum and lessons are connected to the Tier 1 instruction occurring in the classroom. Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores and our local measures, we will continue this action into the new three-year cycle.

Action(s): Professional Development—1.9–Professional Development, 1.20 - Write Tools Professional Development, 1.22 - Provide ELA Professional Learning, 1.42 –VTS Training for New Teachers, 1.43 –Yoshimoto Orton-Gillingham Structured Literacy Training, 1.45–North Coast Teacher InductionStructured Literacy Training

Effectiveness of Action(s): Effective

Metric(s): See metrics above

Analysis Statement: Professional development opportunities continue to be offered to teachers for curricular programs essential in teaching the Common Core State Standards specifically in literacy instruction as all teachers in grades TK-6 have received Orton-Gillingham training.These professional development opportunities paired with dedicated teacher collaboration time have been the best tools in making sure that our teachers and support staff are able to meet the needs of all learners. Lastly, our professional development for our classified staff received specific training in support of a positive school culture and the basic principles of restorative practices. This training was provided during the instructional day, and we were able to either compensate teachers for additional hours or relieve them of their normal duties for a specific time period during the instructional day. Because these actions are effective, on-going professional development for both certificated and classified staff members will continue into the new three-year cycle.

As demonstrated through the analysis of metrics, the district plans to continue implementing the actions focused on Tier 1 and Tier 2 academic learning in the next 3-year cycle. OAUSD is transitioning from a district-wide LCAP (3-year LCAP cycle - 2021-22, 2022-23, and 2023-24) to five LCAP's, one for each LEA. The following actions will be continuing but have been grouped together based on the new cycle:

Tier 2 Intervention Support -
Action 1.5 - Provide a Response to Intervention Teacher
Action 1.12 - Provide a Response to Intervention Teacher
Action 1.19 - Provide a Response to Intervention Teacher
Action 1.21 - Provide RtI Instructional Assistants
Action 1.26 - Provide Instructional Assistants as Part of the RtI Team
Action 1.27 - Provide Instructional Materials for Early Literacy and Intervention
Action 1.37 - Provide Intervention Teachers and Aides
Action 1.39 - Provide a Response to Intervention Teacher
Action 1.41 - Certificated RTI Staff
Action 1.46 - Classified RTI Staff
Action 1.49 - Tutoring

Professional Development -
Action 1.9 - Professional Development
Action 1.17 - Classroom Resources for Professional Development
Action 1.18 - Certificated Subs for Professional Learning
Action 1.20 - Write Tools Professional Development
Action 1.22 - Provide ELA Professional Learning
Action 1.25 - Provide Staff Development Opportunities
Action 1.28 - Provide Dual Immersion Professional Development
Action 1.32 - Professional Learning for ELA and ELD Implementation
Action 1.34 - Professional Learning for ELA and ELD Implementation
Action 1.36 - Classified Professional Learning for Classified Staff
Action 1.42 - VTS Training for New Teachers
Action 1.43 - Yoshimoto Orton-Gillingham Structured Literacy Training
Action 1.45 - North Coast Teacher Induction
Action 1.50 - ELL Support/Coaching

The following actions will no longer be continuing due to lack of one-time funds and/or the programs/services are no longer a contributing action:

Action 1.14 - Implement Technology Committee
Action 1.15 - Provide Support for CCSS Technology Standards
Action 1.16 - Provide MobyMax
Action 1.23 - Reading Materials for Classroom Libraries
Action 1.24 - Instructional Assistants to Support Instruction at Old Adobe Elementary Charter
Action 1.35 - Instructional Assistants to Support Instruction at La Tercera
Action 1.38 - Provide MTSS/ELD and Intervention Teachers
Action 1.48 - Rooster Fellowship

The following actions will continue with the costs coming from the General Fund, but will be removed from the LCAP because they are non-contributing actions that do not come out of LCAP Supplemental funding.
Action 1.1 - Implement STAR Benchmarks using the Renaissance Place Program
Action 1.2 - Continue Contract for Illuminate
Action 1.3 - Utilize Accelerated Reader using the Renaissance Place Program
Action 1.4 - Access to IXL ELA
Action 1.6 - Highly Qualified Special Education Teachers
Action 1.7 - Provide instructional materials
Action 1.8 - Highly Qualified General Education Teachers
Action 1.10 - Common Core Instructional Materials
Action 1.11 - Implement Curriculum Committee
Action 1.13 - Certificated Stipends
Action 1.29 - BCLAD and Highly Qualified Teacher Certification
Action 1.30 - SPARK PE Instruction
Action 1.31 - Provide Instructional Materials
Action 1.33 - Science Tech Support
Action 1.40 - Instructional Materials and Curriculum
Action 1.44 - Science Staff
Action 1.47 - Summer School

All metrics and desired outcomes will continue in the next LCAP cycle.

LA TERCERA:
The focus on high levels of academic learning for students will remain the same. Action items will be condensed and connected to the focus areas. The emphasis on Tier 1 instruction for all students and interventions are priorities and will continue as actions for the coming year. Professional development for certificated and classified staff members will continue as actions for the coming year focusing on Reading and Writing Instruction. Additionally, we will be continuing to unpack English Language Arts Standards and will be adopting a new Language Arts curriculum.

LOMA VISTA:
As noted above, our actions have resulted in positive changes over time. However, the same level of progress has not been achieved for English learners or SED students. English Learners had results of 72.6 points below standard, a decline of 3.2 points and Socioeconomically Disadvantaged students had results 73.4 points below standard, a decline of 8.5 points. We have been identifying specific students who need more targeted interventions through our RTI implementation. Additionally, we have adopted a new language arts curriculum that will be implemented in the 2024-2025 school year. Teachers will receive specific training to be able to fully implement all components of the language arts curriculum, including components to support ELD. Both designated and integrated ELD will also be an area of emphasis for district wide professional development with support coming from the Sonoma County Office of Education. Additionally, our site guiding coalition, which focuses on implementation of professional learning communities, has established SMART goals specifically in the area of English language arts and will use multiple data points to track progress towards achieving these goals. We expect to make continued growth with all students and will especially be looking at the impact our efforts have in supporting English learners and SED students.

MIWOK VALLEY:
One of the major changes, for the upcoming school year, is the district wide adoption of Benchmark Advance. Benchmark Advance is a comprehensive, integrated curriculum that was designed to support the successful implementation of the California Common Core State Standards for English Language Arts/Literacy and English Language Development. The Benchmark Advance materials promote students' learning in reading, writing, speaking and listening, and language, although the materials will need supplementing to support students' knowledge building. Assessments in Benchmark Advance are designed to gauge students' progress and understanding of the material taught in the curriculum. These assessments may include formative and summative, which evaluate students' learning at the end of a unit or grading period.

Additionally, our site guiding coalition, which focuses on implementation of professional learning communities, has established SMART goals specifically in the area of English language arts and will use multiple data points to track progress towards achieving these goals. We expect to make continued growth with all students. Action 1.8 - Technology (MobyMax) not implemented because we are utilizing other technology programs that are more effective.

OLD ADOBE:
The focus on high levels of academic learning for students will remain the same. Action items will be condensed and connected to the focus areas. The RTi instructional assistant and classroom instructional assistants will not continue as these positions were eliminated in 2021-2022 due to the loss of one-time funding. The emphasis on Tier 1 instruction for all students and interventions are priorities and will continue as actions for the coming year. Professional development for certificated and classified staff members will continue as actions for the coming year.

SONOMA MOUNTAIN:
The focus on high levels of academic learning for students will remain the same. Action items will be condensed and connected to the focus areas. The Computer Lab Technician position through Action 1.15 - Provide Support for CCSS Technology Standards will not be a part of the Student Success Team as these positions were eliminated in 2021-2022 due to funding. The emphasis on Tier 1 instruction for all students and interventions are priorities and will continue as actions for the coming year. Professional development for certificated and classified staff members will continue as actions for the coming year.

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	Implement student-centered programs, services and supports that foster thriving and meaningful parent, family and community engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance at Family Education/Community nights.	20/21 Attendance at Family Education/Community nights. LT - 25 average on Zoom MV - 25 average on Zoom OA - 25 average on Zooom SM - 25 average via Zoom LV - 30 average on Zoom	21/22 Attendance at Family Education/Community nights: LT: 15 attendees LV: 275 +/- for in-person events MV: 65 average OA: We did not hold parent education nights due to the pandemic. SM: approximately 50% of families	22/23 Attendance at Family Education/Community nights: La Tercera Elementary School: Average of 60 attendees Loma Vista Immersion Academy: 22/23 Hosted multiple family education nights including: Dual immersion program models, emerging use of non-traditional Spanish, 5th grade puberty education, 6th grade camp, etc. Miwok Valley Elementary Charter School:	23/24 Attendance at Family Education/Community nights: LT: Average of 70 attendees LV: 23/24 Hosted multiple parent education nights including LCAP, puberty education, 6th grade camp, parent engagement/volunteer opportunities. MV: 2023/2024 attendance at family events increase significantly.	Attendance at Family Education/Community nights. LT - increase attendance by 10 % MV - increase attendance by 10 % OA - increase attendance by 10 % SM - increase attendance by 10 % LV - increase attendance by 10 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Average of 75 attendees Old Adobe Elementary Charter School: Average of 80 attendees Sonoma Mountain Elementary Charter School: Approximately 60% of families	In addition, 78 parents cleared volunteer requirements. OA: Family Engagement opportunities have increased and events are well attended SM: Approximately 60% of families	
PTO membership	20/21 PTO membership LT - 47 members MV - 25 members OA - 81 members SM - 198 members LV - 78 members	21/22 PTO membership: LT: 66 members LV: 128 members MV: 18 members OA 110 members SM: 188 members	22/23 PTO/PTA membership: LT: 81 members LV: 134 members MV: membership increased. All board positions filled. Attendance at meetings ranged from 7 people to 18 people OA 126 members SM: 245 members	23/24 PTO/PTA membership: LT: 160 members LV: 100 members MV: PTO membership: increased. All board positions are filled. Bylaws were adopted in 4/2024; 38+ members are actively participating in our PTO. OA- 92 members	PTO/PTA membership LT - increase membership by 10 % MV - increase membership by 10 % OA - increase membership by 10 % SM - increase membership by 10 % LV - increase membership by 10 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SM: 205 members	
Youth Truth parent survey results	20/21 Youth Truth parent survey results: LT: 72% Positive Rating; 3.84 Average Rating MV: 76% Positive Rating; 3.68 Average Rating OA: 66% Positive Rating 3.59 Average Rating SM - 76% Positive Rating 4.01 Average Rating LV - 66% Positive Rating; 3.68 Average Rating	21/22 Youth Truth parent survey results: LT: 61% Positive Rating 3.52 Average Rating LV: 51% Positive Rating 3.45 Average Rating MV: 50% Positive Rating; 3.51 Average Rating OA: 64% Positive Rating 3.68 Average Rating SM: 64% Positive Rating 3.69 Average Rating	22/23 Youth Truth parent survey results: LT: 77% Positive Rating; 3.92 Average Rating LV: 70% Positive Rating 3.87 Average Rating MV: 45% Positive Rating; 3.67 Average Rating OA: 60% Positive Rating 3.79 Average Rating SM: 87% Positive Rating 4.02 Average Rating	23/24 Youth Truth parent survey results - Engagement: LT: 66% Positive Rating LV: 85% Positive Rating MV: 67% Positive Rating OA: 72% Positive Rating SM: 70% Positive Rating	Youth Truth parent survey: LT: Increase Positive Rating by 2 % MV: Increase Positive Rating by 2 % OA: Increase Positive Rating by 4 % SM - Increase Positive Rating by 2 % LV - Increase Positive Rating by 4 %
Attendance at district wide committees or Board Meetings	2020-2021 Meeting Attendance: DELAC - 11 total participants CAC - 450 total participants	2021-2022 Meeting Attendance: DELAC - 12 total participants CAC - not measured Board of Education: Average of 25	2022-2023 Meeting Attendance: DELAC - 12 total participants CAC - not measured Board of Education: Average of 10	2023-2024 Meeting Attendance: DELAC - 12 total participants CAC - not measured Board of Education: Average of 6	District Wide Stakeholder Meeting Attendance: DELAC - increase participant attendance by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Board of Education: Average of 90 participants per meeting 8/13/20 44 8/27/20 39 9/10/20 24 9/24/20 61 10/8/20 49 10/22/20 50 11/12/20 49 12/3/20 76 12/17/20 51 1/14/21 60 1/28/21 77 2/11/21 176 2/25/21 178 3/11/21 95 3/25/21 120 4/15/21 105 4/29/21 159 5/13/21 109 5/27/21 179 Total: 1,701	participants (combination of in-person and Zoom) per meeting	participants (combination of in-person and Zoom) per meeting	participants (combination of in-person and Zoom) per meeting	CAC - Increase participant attendance b y 5% Board of Education: increase equitable attendance of participants by school and demographics (ethnicity and language)

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.

While overall we were able to implement our actions as planned for Goal 2 that focused on fostering thriving and meaningful parent, family, and community engagement, we encountered both successes and challenges in our implementation. Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. The analysis is below and labeled by each ELA.

LA TERCERA:
Parent Engagement: Action 2.3- Parent Surveys, Action 2.6- Attendance Tracking System, Action 2.7 - Parent Involvement Strategies, Action 2.8 - Family Education Nights, Action 2.11- Enhanced Communications, Action 2.13 - Implement ELAC/DELAC Committees, Action 2.15- MTSS/PBIS Family Education, Action 2.20- Increase Bilingual Communication Support

Implementation Status- 3 Initial Implementation
The LEA has fully implemented all actions listed in Parent Engagement. No substantive difference in planned action compared to the actual implementation.
La Tercera had a wide variety of family engagement evenings on a variety of topics. We have implemented additional expectations for communication. We administered the parent surveys to all families. No substantive difference in planned action compared to the actual implementation.

Action 2.10 - Counseling Services implemented, but referenced in Goal 4

Overall Successes: To ensure this goal is met, La Tercera Elementary school has established systems and processes for increasing parent engagement, feedback and participation. We hosted a wide variety of family engagement activities that were mainly hosted in the Spring Semester. We send weekly communication as a school site, and established expectations for communication for teachers to be communicating with parents. We sent home our yearly parent survey which is a part of our Youth Truth Survey. Lastly, we have hired a bilingual office assistant that has been critical part of increasing our bilingual communication support.

Overall Challenges: One of the largest areas of growth was strategic planning of the family engagement evenings. As a school site, we didn't plan for any events in the Fall Semester. The lack of fall events didn't promote a culture of parent partnership. This lack of culture was reflected in our parent surveys. In the Spring Semester, we have hosted a variety of science night activities, parent literacy nights, LCAP meetings, and PTA meetings. In this next year, we will work together to put a calendar committee that will strategically place events throughout the school year. We hope that this strategy meeting will support a more strategic student population. We also need to work on strategically including our ELAC committees in guiding our school actions and gaining feedback to guide our next steps.

LOMA VISTA:

Parent Engagement: Action 2.2 - School/Family Communication Systems, Action 2.3 - Parent Surveys, Action - Action 2.4 Strengthen Communication to Families with English learners, Action 2.5 - Provide Multiple Ways to Communicate to Families of Low Income Students, Action 2.9 Provide Translation and Childcare, Action 2.13 Implement ELAC/DELAC committees, Action 2.17 - Interactive parent workshops Implementation Status: 5- Full Implementation and Sustainability.
parent information nights, participation on site committees, and multiple forms of communication are in place for all families and translated in English and Spanish. No substantive difference in planned action compared to the actual implementation.

Action 2.6 - Attendance tracking system. Implementation Status: 1- This is not in place for parent meetings and there is no current plan to implement this system.

MIWOK VALLEY:
Parent Engagement Strategies: Action 2.9 -Translation, Action 2.11- Enhanced Communications, Action 2.12- Parent Education Workshops Implementation Status: Full implementation of the following actions: Action 2.9 -Translation, Action 2.11- Enhanced Communications Implementation Status: Partial implementation of the following action: Action 2.12- Parent Education Workshops (ESL Classes, Family Math, Computer Literacy, Homework Help, how to participate in parent teacher conferences.)

Parent input (ELAC/DELAC) opportunity was provided through the use of our youth truth family surveys. For the 2024-25 academic year, the goal is to increase parent engagement.

Overall Success: Parent engagement is vital for the success of students. At Miwok Valley we foster it through regular communication, providing translation services when needed, involving parents in decision making, and offering opportunities for involvement, like volunteering or engagement through our Parent Teacher Organization (PTO). Parent engagement has improved, for example we have increased participation in our membership for our PTO with 38 active parent members, in comparison to the previous year (2022-2023) where there were only 18 active members participating. Our PTO adopted new bylaws and has established an executive board, with committees that support parent engagement. Our PTO members have contributed to making a stronger sense of community within the school by supporting various Positive Behavior Intervention & Support (PBIS) events such as the Jaguar store, Pizza with the Principal, Ice Cream Social, Fall Festival, and much more. In addition, we have 109 parents who have cleared paperwork in order to chaperone field trips in grades TK-6th. Miwok Valley main avenue of communication is through ParentSquare is the main "hub" of information. ParentSquare provides a simple and safe way for families to connect with the school. With ParentSquare families able to receive all school and classroom communication via email, text, voice alerts and notices, view the school/classroom calendars, RSVP for events and much more. ParentSquare contacts 99.7% of our stakeholders (Parents and Staff) through various languages and means of communication such as email (81%), text (21%) and the ParentSquare Application (49%). Lastly, parent conferences are the cornerstone of parent engagement in education and are scheduled twice a year, after each trimester, and provide a direct line of communication between educators and parents, allowing for discussion about students academic progress, areas of improvement, and strategies to support at home. Successful parent conferences contribute to increased parental involvement, better understanding of students needs, and ultimately, improved academic outcomes. Student Study Team (SST) and Individualized Educational Plans (IEP) meetings are held on a weekly basis and it involves collaboration between educators, parents and other professionals to address students' academic, behavioral, and emotional needs. SST and IEP Teams develop individualized

plans and interventions to support student success, parents are actively involved in decision making regarding their students education and well being.

Overall Challenges: At Miwok Valley parent engagement faces various challenges which include communication barriers: language barriers, busy schedules, or lack of access to communication channels hinder effective communication between schools and parents. Cultural differences regarding education can impact parents' involvement and perception of their role in their students' education. Socioeconomic factors may include financial constraints, lack of transportation, or demanding work schedules may limit parents' ability to participate in school activities and events. Negative past experiences with the school or educators can lead to distrust or disengagement among parents, making it challenging to establish effective partnerships. Limited awareness of parents understanding the importance of parent involvement in their students education or how to effectively support their student learning at home. Addressing these challenges requires proactive efforts from Miwok Valley, such as providing multiple communication channels, offering flexible meeting times, providing resources in multiple languages, and actively involving parents in decision making processes. Building trust, fostering cultural competence, and creating welcoming environments are crucial steps in overcoming barriers to parent engagement.

OLD ADOBE:
Parent Engagement: Action 2.1- Implement Family Education Evenings and Community Events, Action 2.2- School/Family Communication Systems, Action 2.3- Parent Surveys, Action 2.6- attendance tracking system, Action 2.13- Implement ELAC/DELAC committees, Action 2.18- Parent education/involvement evenings, Action 2.22- Provide multiple ways to communicate to families of low income students
Implementation status- Full Implementation: Actions 2.1, 2.2, 2.3, 2.6, 2.18, 2.22
The LEA has clear systems for school and family communication that are predictable and accessible. Feedback is annually collected from families though annual school wide surveys. The LEA monitors student attendance regularly. Parent education and involvement evenings were provided throughout the school year that were focused on either parent education or community building. There is no substantive difference in planned action compared to the actual implementation.

Implementation status- Beginning Development: Action 2.13
The LEA is in the beginning development stages of establishing an ELAC committee. The number of students who are classified as English Language Learners has previously been below the number of students requiring an active ELAC committee. The LEA recognizes the importance of an active ELAC committee and is making growth toward establishing this committee moving forward. There is no substantive difference in planned action compared to the actual implementation.

Overall Successes:: There was successful implementation of the actions and services to achieve the goal of fostering thriving and meaningful parent engagement. We utilized the Parent Square system, school website, and social media to share our school story and include all educational partners in school events, updates, and changes. Weekly newsletters/updates from teachers and PTO newsletters were paired with weekly robocalls to keep our families informed. The focus on parent connectivity and engagement ultimately supported our students in increased proficiency in academic areas and engagement in school.

Challenges: Ensuring that all families are engaged and involved is an ongoing area of focus for staff members and opportunities to build connections with all school community members will be explored. This includes establishing an ELAC committee.

SONOMA MOUNTAIN:
Parent Engagement– Action 2.2- School/family communication systems, Action 2.3- Parent Surveys, Action 2.5 - Provide multiple ways to communicate to families of low income students, Action 2.6- Attendance Tracking Systems, Action 2.11 Enhanced communication, Action 2.16 Provide SoMo University, Action 2.21 –Provide translation
Implementation Status-4
The LEA has fully implemented these action items. Sonoma Mountain utilizes weekly admin robocalls via a communication system that reaches families using their language of choice, weekly teacher newsletters and PTA communication offered in multiple ways such as social media, print, communication system posts. A tracking system for attendance at ELAC and PTA meetings was not implemented. Translation and childcare was provided during SoMo University sessions which led to increased parent participation. Parent surveys were implemented on a yearly basis rather than twice each year to measure parent participation and satisfaction. There is no substantive difference in planned action compared to the actual implementation.

Action 2.6, an Attendance Tracking system was not implemented at ELAC or PTA meetings.

Overall Successes:: There was successful implementation of the actions and services to achieve the goal of fostering thriving and meaningful parent engagement. We utilized the Parent Square system, school website, and social media to share our school story and include all educational partners in school events, updates, and changes. Weekly newsletters/updates from teachers and monthly PTA newsletters were paired with weekly robocalls to keep our families informed. The focus on parent connectivity and engagement ultimately supported our students in increased proficiency in academic areas and engagement in school. SoMo U invited parents, extended family members, and community members to evening sessions held within the school year with the goal to provide parents with tools, strategies, and information to support their child with their learning and work throughout the school year (sessions focus on grade level curriculum, previews of upcoming curricular concepts and topics, social-emotional learning, and tricks of the trade including parenting tips). Childcare was provided during SoMo U which increased parent attendance and engagement. The focus on parent connectivity and family relationships is to increase parent engagement in our students' learning. We continued with a family event, "Meet the Teacher", which was held the day before school started. The turn out was huge and set the stage for students and families to build relationships with staff and one another in addition to significantly decreasing first day jitters that many students and parents experience. Rather than the traditional Back to School Night format families were provided with multiple ways to access key classroom information provided by teachers.

Challenges: Ensuring that all families are engaged and involved is an ongoing area of focus for staff members and opportunities to build connections with all school community members will be explored.

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.

Below is a review of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures:

Action 2.1 - Implement Family Education Evenings and Community Events - Additional costs were incurred to support the implementation of this action.
Action 2.2 - School/Family Communication Systems - Action implemented but no cost.
Action 2.3 - Parent Surveys - Action implemented but not budgeted. Youth Truth Survey was used at a cost of $2500.
Action 2.4 - Strengthen Communication to Families with English Learners - Action implemented but no cost.
Action 2.5 - Provide Multiple Ways to Communicate to Families of Low Income Students - Action implemented but no cost.
Action 2.6 - Attendance Tracking System - Action not implemented.
Action 2.7 - Parent Involvement Strategies - Action implemented but no cost.
Action 2.8 - Family Education Nights - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 2.1).
Action 2.9 - Provide Translation and Childcare - Additional costs were incurred to support the implementation of this action.
Action 2.10 - Counseling Service is a part of Goal 4, Action 4.1.
Action 2.11 - Enhanced Communications - The action was implemented but no cost.
Action 2.12 - Parent Education Workshops - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 2.1).
Action 2.13 - Implement ELAC/DELAC Committees - The action was implemented but no cost.
Action 2.14 - Town Hall Meetings - The action was not implemented.
Action 2.15 - MTSS/PBIS Family Education - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 2.1).
Action 2.16 - Provide SoMo University - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 2.1).
Action 2.17 - Interactive Parent Workshops - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 2.1).
Action 2.18 - Parent Education/Involvement Evenings - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 2.1).
Action 2.19 - Implement School Smarts and PTA Council - This action was partially implemented, no cost.
Action 2.20 - Increase Bilingual Communication Support - The action was implemented and not all budgeted expenditures were incurred.
Action 2.21 - Translation - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 2.9).
Action 2.22 - Provide Multiple Ways to Communicate to Families of Low Income Students - The action was implemented, no cost.

The combined impact of the actions in Goal 2 over the course of the 3-year LCAP cycle (2021-22, 2022-23, and 2023-24) are improving the outcomes of the related metrics measuring thriving and meaningful parent, family, and community engagement.

Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. Actions have been analyzed to be effective or ineffective using the dashboard and local data. The analysis is below and labeled by each LEA.

Our 5 LEA's used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal: Implement student-centered programs, services and supports that foster thriving and meaningful parent, family and community engagement.

LA TERCERA:
Action(s):Parent Engagement: Action 2.3- Parent Surveys, Action 2.6- Attendance Tracking System, Action 2.7 - Parent Involvement Strategies, Action 2.8 - Family Education Nights, Action 2.11- Enhanced Communications, Action 2.13 - Implement ELAC/DELAC Committees, Action 2.15- MTSS/PBIS Family Education, Action 2.20- Increase Bilingual Communication Support
Effectiveness of Action(s): Effective
Metric(s): Attendance at Family Events, Frequency of Communication from school and teachers, Parent Surveys, PTA Participation, La Tercera Elementary School observed progress towards positive parent engagement using the following data during the 2023-2024 school year.
PTA Membership is at 160 members. This number has doubled over the past two years.
Results of the Youth Truth Parent Survey - Our Youth Truth Survey data demonstrates that the percent positive in Parent Engagement was 66%. We saw an overall 11 point decline in our positive rating from the 2022-2023 school year.

Analysis Statement: This past spring semester when we began having our parent events, there was a wonderful increase in turnout rate for how many individuals attended. We had over an increased 50% participation rate in our PTA membership. Our school site averaged a school wide communication of 3 posts on Parent Square. Based on system reporting, our teachers average 1.7 posts a week in communicating with our families. Based on the parent survey, we had an increase in overall communication, but had many needed areas of development. There is still work to do around targeting specific demographics in parent engagement, and fostering an overall school culture of partnership.   Because this action was effective, as demonstrated by growth in both. We are hoping that with intentional planning of school wide events, and building meaningful partnerships we will see an increase on our Youth Truth Data the next school year. Parent Engagement this goal will continue into our next 3 year cycle.

LOMA VISTA:

Action 2.2 - School/Family Communication Systems, Action 2.3 - Parent Surveys, Action - Action 2.4 Strengthen Communication to Families with English learners, Action 2.5 - Provide Multiple Ways to Communicate to Families of Low Income Students, Action 2.9 Provide Translation and Childcare, Action 2.13 Implement ELAC/DELAC committees, Action 2.17 - Interactive parent workshops

Our actions have resulted in positive change as indicated by the Youth Truth survey data over the course of this LCAP cycle. Our goal for increased positive rating in parent engagement on Youth Truth survey results was 4% positive increase. What we achieved was a 15% increase which was in the 99th percentile nationally. Therefore, although the number of paying PTA members has decreased from 2022-2023, parents have noted that they feel much more engaged with the school overall.

MIWOK VALLEY:
Action(s): Action 2.9 -Translation, Action 2.11- Enhanced Communications
Effectiveness of Action(s): 3-Effective
Metric(s): PTO membership, School wide parent volunteer list, Youth Truth Parent Surveys
Miwok Valley observed progress towards foster thriving and meaningful parent engagement using the above measures in 2023-2024

Analysis Statement: Miwok Valley observed progress towards fostering thriving and meaningful parent engagement. This year we have seen an increase in parent engagement with our Parent Teacher Organization (PTO). In addition, an increase with the number of parents volunteers completing required documentation. The Youth Truth Family Survey data on Parent Engagement indicates Miwok Valley's highest rated themes were Communication & Feedback and Parent Engagement. The data indicates that families are feeling engaged at school, informed about important decisions, are included in planning school activities, feel represented at school and Miwok parents/family members feel empowered to play a meaningful role in decision-making at my school. Additionally, the data indicates that parents/families receive regular feedback about their students progress, they receive information about what their child should learn and be able to do, and that Teachers clearly communicate expectations for their students progress.

Action(s): Action 2.12- Parent Education Workshops
Effectiveness of Action(s): 2-Somewhat Effective
Metric(s): Attendance at family education/community events, which include district committees and/or board meetings. PTO membership, School wide parent volunteer list, Youth Truth Parent Surveys.
Analysis Statement: Miwok Valley progressed towards fostering thriving and meaningful parent engagement. Family engagement nights and community events were well attended. Community events included Back to school night, the talent show, valentines family dance, PTO fundraising events, Lap a Thon, Fall Festival, Coffee with the Principal, PTO meetings, RTI Reading Support for Families, and other events.

Action(s): Action 2.13 Implement ELAC/DELAC Committees
Effectiveness of Action(s): 1- Not Effective
Metric(s): Attendance at family education/community events, which include district committees and/or board meetings.
Analysis Statement: Miwok Valley observed progress towards fostering thriving and meaningful parent engagement. However, one area of improvement is to provide additional opportunities for parents to provide input around English Language Learners (ELL) compliance and program components which define services for our ELL's.

OLD ADOBE:
Action(s): Parent Engagement: Action 2.1- Implement Family Education Evenings and Community Events, Action 2.2- School/Family Communication Systems, Action 2.3- Parent Surveys, Action 2.6- attendance tracking system, Action 2.13- Implement ELAC/DELAC committees, Action 2.18- Parent education/involvement evenings, Action 2.22- Provide multiple ways to communicate to families of low income students

Effectiveness of Action(s): Effective
Metric(s): Youth Truth Survey, PTO membership and participation, attendance at school wide events
Old Adobe Elementary Charter School observed progress towards parent engagement using the following measures in 2023-2024:
PTO Membership is at 92 members.
Results of the Youth Truth Parent Survey
Our Youth Truth Survey data demonstrates that the percent positive in Parent Engagement 65% for the 23/24 school year. This is a decrease as the 2022/2023 school year was 72%.

Analysis Statement: Family involvement is valued at Old Adobe Charter School. As observed, school wide events are well attended and parent/guardians frequently volunteer to support school events and activities. Communication is important and is sent out to families through both consistent communication platforms and timing, allowing families to know when and how to expect communication from the school. The Youth Truth family survey response rate continues to increase from year to year. There were many new school-wide events added this school year that have not taken place since before the Covid pandemic. Educational partners shared that they would like these engagement opportunities to continue and be robust. Even though there was a decline in percent positive for Parent Engagement in our Youth Truth Family Survey, we have had strong attendance and positive feedback. Because these actions were effective, we will continue this action into the new three-year cycle.

SONOMA MOUNTAIN:
Action(s): Parent Engagement– Action 2.2- School/family communication systems, Action 2.3- Parent Surveys, Action 2.5 - Provide multiple ways to communicate to families of low income students, Action 2.6- Attendance Tracking Systems, Action 2.11 Enhanced communication, Action 2.16 Provide SoMo University, Action 2.21 –Provide translation
Effectiveness of Action(s): Effective
Metric(s): PTA Membership, Attendance at School Events, Youth Truth - Parent Engagement
PTA Membership is at 205 members.
Results of the Youth Truth Parent Survey
Our Youth Truth Survey data demonstrates that the percent positive in Parent Engagement dropped by 6 points to 70%.

Analysis Statement: PTA membership is high and there is a high level of parent/caregiver involvement at Sonoma Mountain. SoMo University was well received and attendance improved throughout the school year as parents were excited about topics and child care was provided.

Our Youth Truth Survey data demonstrates that the percent positive in Parent Engagement dropped by 6 points to 70%. While this is still good, we need to examine this to determine why parents/caregivers do not feel involved in making school decisions. We are examining if there are specific subgroups that do not feel engaged, and it is an on-going priority to ensure that all voices are represented and heard in making the important decisions of the school.

Because this action was effective, this goal will continue into our next 3 year 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.

As demonstrated through the analysis of metrics, the district plans to continue implementing the actions focused on thriving and meaningful parent, family, and community engagement in the next 3-year cycle. OAUSD is transitioning from a district-wide LCAP (3-year LCAP cycle - 2021-22, 2022-23, and 2023-24) to five LCAP's, one for each LEA. The following actions will be continuing but have been grouped together based on the new cycle:

Family/Parent Education
Action 2.1 - Implement Family Education Evenings and Community Events
Action 2.8 - Family Education Nights
Action 2.12 - Parent Education Workshops
Action 2.15 - MTSS/PBIS Family Education
Action 2.16 - Provide SoMo University
Action 2.17 - Interactive Parent Workshops
Action 2.18 - Parent Education/Involvement Evenings

Family/Parent Engagement
Action 2.4 - Strengthen Communication to Families with English Learners
Action 2.9 - Provide Translation and Childcare
Action 2.20 - Increase Bilingual Communication Support
Action 2.21 - Translation

The following actions will continue with the costs coming from the General Fund, but will be removed from the LCAP because they are non-contributing actions that do not come out of LCAP Supplemental funding.
Action 2.2 - School/Family Communication Systems
Action 2.3 - Parent Surveys
Action 2.5 - Provide Multiple Ways to Communicate to Families of Low Income Students
Action 2.6 - Attendance Tracking System

Action 2.7 - Parent Involvement Strategies
Action 2.11 - Enhanced Communications
Action 2.13 - Implement ELAC/DELAC Committees
Action 2.14 - Town Hall Meetings
Action 2.22 - Provide Multiple Ways to Communicate to Families of Low Income Students

Additionally, Action 2.10 - Counseling Services is a part of Goal 4, Action 4.1. For Action 2.19 - Implement School Smarts and PTA Council, School Smarts was not implemented and each site has a PTA established.

All metrics and desired outcomes will continue in the next LCAP cycle.

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	Increase and enrich student engagement and well-being to ensure an equitable opportunity to learn in a culturally responsive, healthy and safe environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Current Attendance Rate	2020/21 Attendance Rate: LT: 96% OA: 96% MV: 97% SM: 97% LV: 96%	2021/22 LT: 2021/22 Attendance Rate: 92% LV: 2021/22 Attendance Rate: 92% MV: 2021/22 Attendance Rate: 92% OA: 2021/22 Attendance Rate: 94% SM: 2021/22 Attendance Rate: 95%	2022/23 LT: 2022/23 Attendance Rate: 93.37% LV: 2022/23 Attendance Rate: 93.22% MV: 2022/23 Attendance Rate: 93.07% OA: 2022/23 Attendance Rate: 93.74% SM: 2022/23 Attendance Rate: 95.30%	2023/2024 LT ADA- 94.61% LV ADA- 94.48% MV ADA- 94.21% OA ADA- 94.81% SM ADA–96.13%	Attendance Rate: LT: Increase to 98% OA: Increase to 98% MV: Increase to 98% SM: Increase to 98% LV: Increase to 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism rate	2020/21 Chronic Absenteeism Rate: LT: 10% LV: 16% MV: 11% OA: 11% SM: 12%	2021/22 LT: Chronic Absenteeism Rate: 28.5% LV: Chronic Absenteeism Rate: 29.3% MV: Chronic Absenteeism Rate: 28.6% OA: Chronic Absenteeism Rate: 15.7% SM: Chronic Absenteeism Rate: 14% In the 2021-22 school year, the Chronic Absenteeism rate increased significantly due to the COVID pandemic and local quarantine protocols for students.	2022/23 LT: Chronic Absenteeism Rate: 15.6% LV: Chronic Absenteeism Rate: 21.2% MV: Chronic Absenteeism Rate: 20.1% OA: Chronic Absenteeism Rate: 16.2% SM: Chronic Absenteeism Rate: 9.3%	2023/2024 LT: Chronic Absenteeism Rate: 14.51% LV: Chronic Absenteeism Rate: 14.68% MV: Chronic Absenteeism Rate: 17.2% OA: Chronic Absenteeism Rate: 11.69% SM: Chronic Absenteeism Rate: 7.7%	Reduce Chronic Absenteeism Rate: LT: 3% LV: 5% MV: 3% OA: 4% SM: 4%
District Enrollment	2020/21 District Enrollment: LT: 378	2021/22 LT:	2022/23 LT:	2023/2024 LT:	2020/21 District Enrollment:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LV: 510 MV: 382 OA: 385 SM: 460	Enrollment: 323 LV: Enrollment: 510 MV: Enrollment: 387 OA: Enrollment: 297 SM: Enrollment: 443	Enrollment: 326 LV: Enrollment: 471 MV: Enrollment: 297 OA: Enrollment: 287 SM: Enrollment: 435	Enrollment: 311 LV: Enrollment: 462 MV: Enrollment: 300 OA: Enrollment: 294 SM: Enrollment: 453	LT: Increase enrollment by 5% LV: Increase enrollment by 5% MV: Increase enrollment by 5% OA: Increase enrollment by 5% SM: Increase enrollment by 5%
YouthTruth Survey	2020/21 District YouthTruth Survey Results: LT: 88% Positivity Rate 2.81 Avg. Rating LV: 85% Positivity Rate 2.78 Average Rating MV: 86% Positivity Rating 2.82 Average Rating OA: 92% Positivity Rating 2.86 Average Rating SM: 87% Positivity Rating 4.28 Average Rating	2021/22 Youth Truth Survey Results: LT: 87% Positivity Rate 2.78 Avg. Rating LV: 87% Positivity Rate 2.8 Average Rating MV: 89% Positivity Rating 2.81 Average Rating OA: 87% Positivity Rating 2.87 Average Rating	2022/23 Youth Truth Survey Results: Engagement (Student Survey) LT: 79% Positivity Rate 2.73 Avg. Rating LV: 13% Positivity Rate 2.74 Average Rating MV: 91% Positivity Rating 2.82 Average Rating	2023/24 Youth Truth Survey Results: Engagement (Student Survey) LT: 79% Positivity Rate LV: 34% Positivity Rate MV: 85% Positivity Rate OA: 79% Positivity Rate SM: 89% Positivity Rate	Youth Truth Student survey: LT: Increase Positive Rating by 2 % MV: Increase Positive Rating by 2 % OA: Increase Positive Rating by 2 % SM - Increase Positive Rating by 2 % LV -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SM: 64% Positivity Rating 3.69 Average Rating	OA: 89% Positivity Rating 2.80 Average Rating SM: 62% Positivity Rating 2.75 Average Rating		Increase Positive Rating by 2 %

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.

While overall we were able to implement our actions as planned for Goal 3 that focused on increasing and enriching student engagement in a culturally responsive and safe environment, we encountered both successes and challenges in our implementation. Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. The analysis is below and labeled by each ELA.

The following actions were all implemented. They are listed as actions in Goal 3 but are duplicate actions. Actions and expenditures are allocated in Goal 1. The analysis of metrics is included in Goal 1.
Action 3.5 - Resources and Materials for Professional Development
Action 3.6 - Provide Student Identification Process and Scaffolds
Action 3.7 - Targeted Small Group Instructional Support
Action 3.9 - After School Tutoring Program
Action 3.12 - Summer Bridge School Library Program
Action 3.14 - On-Going Professional Development
Action 3.16 - Science and Garden Program
Action 3.15 - Provide Student Identification Process and Scaffolds
Action 3.19- Before and After School Tutoring
Action 3.24 - Provide RTI Instructional Assistants
Action 3.27 - Instructional Assistant Support
Action 3.28 - Professional Development to RFEP Students

Action 3.29 - PBIS Program
Action 3.30 - Science Coordinator

The following actions were all implemented. They are listed as actions in Goal 3 but are duplicate actions. Actions and expenditures are allocated in Goal 4. The analysis of metrics is included in Goal 4.
Action 3.21 - Counseling Services
Action 3.26 - Counseling Services for Students and Families at Miwok Valley and La Tercera

All LEA's used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal of increasing and enriching student engagement and well-being to ensure an equitable opportunity to learn in a culturally responsive, healthy and safe environment.

LA TERCERA:
Whole Child/Student Engagement- Action 3.2 - School Library Program, Action 3.8 - Integrated Science Instruction, Action 3.11- Comprehensive Physical Education Program, Action 3.13 - Music Enrichment
Implementation status: 5- Full Implementation and Sustainability.
La Tercera has fully implemented all action items listed into this domain. We have hired a .8 science FTE to support our NGSS STEM. We have personnel providing students with a comprehensive music program and a band program for our students in 5th and 6th grade. We have provided students with literacy and support via the library through our librarian. Lastly, Students have received their required 200 minutes every ten days through our comprehensive PE program. No substantive difference in planned action compared to the actual implementation.

Climate/Student Belonging- Action 3.3- Equity Professional Learning, Action 3.20 - Support Student SEL/Connection, Action 3.29- PBIS Program, Action 3.31 - Site Emergency/Disaster Preparedness
Implementation Status- Beginning Implementation Status
La Tercera has implemented a monthly student assembly, and ongoing weekly community gatherings. These provided our community with a positive reinforcement program that worked promoting school culture, focusing on our social emotional curriculum, and giving our students leadership with presenting to our staff. As a school site, we have been focusing on implementation of Tier 1 of PBIS. We have worked on teaching expectations and using our token economy to reinforce the systems that we have established. No substantive difference in planned action compared to the actual implementation.

Overall Successes: To ensure that this goal is met, La Tercera has hired qualified staff to provide a comprehensive school experience that enriches the students' experience and develops the whole child. We have implemented a comprehensive science, music, library and physical education program. These experiences have lead to students presenting and engaging in hands-on learning experiences.

Overall Challenges: As a school site, we have been able to implement hands-on NGSS work, but we have not yet started the integration of our garden and implementing aspects of our PBL. Other challenges have been in our implementation of Equity and Social Justice professional learning. We have not implemented any specific professional development, and has not been planned for implementation. We additionally need to work on implementing student awards throughout the school year that are connected to our mission and PBIS values.

LOMA VISTA:

Student Enrichment and MTSS: Student Enrichment and MTSS: Action - 3.8 - Integrated Science Instruction, Action 3.1 - Provide Music Enrichment, Action 3.20 - Support Student SEL/Connection, Action 3.25 - Provide Arts Instruction.
Implementation Status: 5 – Full Implementation and Sustainability.
Enrichment programs are implemented to increase student engagement including science, music, Second Step, art curriculum, field trips, and school clubs. MTSS and intervention is supported through RTI, after school tutoring, and school-wide engagement including a token economy (Bear Hugs) that supports school-wide expectations through positive behavior interventions and supports. No substantive difference in planned action compared to the actual implementation.

MIWOK VALLEY:
Student Engagement- The Whole Child: Action 3.2- School Library Program: Action 3.4 -Band Program; Action 3.11- Comprehensive Physical Education Program: Action 3.25 -Provide Arts Instruction
Implementation Status-Full implementation of the following actions: Action 3.2- School Library Program: Action 3.4 -Band Program; Action 3.11- Comprehensive Physical Education Program
Implementation Status- No implementation of the following actions: Action 3.14-Provide Arts Instruction.

Social Emotional Learning: Action 3.3 Equity Professional Learning: Action 3.20- Support Student SEL/Connection: Action 3.22 - Provide Toolbox: Action 3.23 - Provide Girls on the Run
Implementation Status-Full implementation of the following actions: Action 3.20- Support Student SEL/Connection: Action 3.23 - Provide Girls on the Run
Implementation Status- No implementation of the following actions: Action 3.3 Equity Professional Learning (educational equity and social justice): Action 3.22-Provide Toolbox

Overall success: Increasing student engagement supports the whole child, creates a climate of inclusivity and equitable learning, and provides a roadmap of social emotional learning and well being to ensure safe and supportive school communities. Miwok Valley students have access to "specials" that include Physical Education, Music, Science, and Library. In addition, we have clubs that support our students' educational experiences. Another area of success is the implementation of the Second Step curriculum, which helps students build social emotional skills- like positive relationships, managing emotions, and goal setting-so that Miwok students thrive in school and their own personal lives. Combining our counseling services with social emotional learning and restorative practices are effective in promoting holistic well-being and positive behavior in students. Implementing classroom restorative circles emphasizes empathy, communication, and conflict

resolution skills that fosters supportive and inclusive environments. In addition, implementing a Response to Intervention (RTI) approach tailored to address the needs of our students involved assessing their needs, providing targeted intervention, and monitoring progress closely improved student academic outcomes.

Overall Challenges: One of our challenges includes addressing chronic absenteeism, as regular attendance is often the prerequisite for meaningful participation and learning experiences. Based on the California Dashboard, there are two subgroups in the low performance level (Orange) which include our white students and students with disabilities(SWD). In addition, we have three subgroups at the medium performance level (yellow) which includes our English Language Learners (ELL), Hispanic and Socioeconomically disadvantaged students. Even though we use various interventions, such as attendance tracking systems, early outreach to families, mentorship programs and creating a supportive school climate, we continue to experience chronic absenteeism.

OLD ADOBE:
Student Engagement/Whole Child: Action 3.1- Provide Music Enrichment, Action 3.2- School Library Program, Action 3.11 - Comprehensive Physical Education Program, Action 3.25- Provide Arts Instruction
Implementation status- Full Implementation: Actions 3.1, 3.2, 3.11, 3.25
The LEA has made growth in the music enrichment program and offers music classes to all students in TK through 6th grades that include learning to play band instruments in the upper grades. All students continue to engage in weekly Art classes. All students continue to engage in PE classes regularly in alignment with state PE requirements. All students regularly visit the school library and participate in library programming. There is no substantive difference in planned action compared to the actual implementation.

Student Belonging & Connection: Action 3.20 - Support Student SEL/Connection
Implementation status- Initial Implementation - Action 3.20 - Support Student SEL/Connection
The LEA is at initial implementation with addressing chronic absenteeism. Administration and office staff have established systems to regularly monitor student attendance. The LEA has implemented the Tiered systems of response to chronic student absenteeism.

Overall Successes: Our charter focus in the arts and ecology is a central part of the learning experience of every child attending Old Adobe Elementary Charter. All students learn about the importance of a healthy lifestyle, regular exercise, and sportsmanship. They receive this experience via a Physical Education Technician Paraprofessional. All students participate in the program 2 times per week to meet their physical education requirements. We have a comprehensive, school-wide reading program. Facilitated by our Library Manager, students always have access to books to read at their instructional reading level.

Overall Challenges: Although there are a variety of opportunities for students to engage in a myriad of experiences through our charter focus, not all students choose to fully embrace the opportunities. We continue to seek ways to fully engage all students. We will continue to focus on regular student attendance through parent education, Tired Systems of support, PBIS expectations, and school to home communication.

SONOMA MOUNTAIN:
Whole Child/Student Engagement- Student Engagement/Whole Child– Action 3.2- School Library Program, Action 3.10-Fine Arts Charter

Focus, including TK-6 Music, Action 3.11 - Comprehensive Physical Education Program, Action 3.17 - Provide Choir, Band and Music
Implementation Status - 4
Sonoma Mountain has fully implemented all action items listed into this domain. We have PE Techs providing physical education programming to students twice a week. Our comprehensive charter focus in the arts provides every student with rich experiences in music, dance, and art. We have provided students with literacy and support via the library through our librarian. There is no substantive difference in planned action compared to the actual implementation.

- Overall Successes: Our charter focus in the arts is a central part of the learning experience of every child attending Sonoma Mountain Elementary Charter. The instruction in our school features the arts, and explicit instruction in the three main areas, music, art, and movement. It includes the following: Music instruction for all students with a foundation in music with an emphasis on singing, simple rhythm instruments, music experience in grades TK-2; song flutes and recorders in grades 3-4, and instrumental band in grades 5-6 Art instruction utilizing the Visual Thinking Strategies Program, museum visits, and an Art Instructor for explicit art instruction Dance/Movement instruction utilizing an Artist in Residence program for a 9-week intensive study. All students learn about the importance of a healthy lifestyle, regular exercise, and sportsmanship. They receive this experience via a Physical Education Technician Paraprofessional. All students participate in the program 2-3 times per week to meet their physical education requirements. We have a comprehensive, school-wide reading program. Facilitated by our Library Manager, students always have access to books to read at their instructional reading level. Our library is always open before and after school for students to have complete access to the books and resources.

Overall Challenges: Although there are a variety of opportunities for students to engage in a myriad of experiences through our charter focus, not all students choose to fully embrace the opportunities. We continue to seek ways to fully engage all students. We will continue to focus on regular student attendance through parent education, PBIS expectations, and school to home communication.

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.

Below is a review of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures:

Action 3.1 - Provide Music Enrichment - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.
Action 3.2 - School Library Program - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.
Action 3.3 - Equity Professional Learning - Action implemented in 2021-22 but not continued.

Action 3.4 - Band Program - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 3.1).
Action 3.5 - Resources and Materials for Professional Development - Action implemented but expenditures in Goal 1.
Action 3.6 - Provide Student Identification Process and Scaffolds - Action implemented, no cost; noted in Goal 1.
Action 3.7 - Targeted Small Group Instructional Support - Action implemented but expenditures in Goal 1.
Action 3.8 - Integrated Science Instruction - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.
Action 3.9 - After School Tutoring Program - Action implemented but expenditures in Goal 1.
Action 3.10 - Fine Arts Charter Focus, including TK-6 Music - The action was implemented and not all budgeted expenditures were incurred (some expenditures in Action 3.1) due to budgeted supplies that were not ordered and savings from the Youth in Arts Contract.
Action 3.11 - Comprehensive Physical Education Program - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.
Action 3.12 - Summer Bridge School Library Program - Action implemented but expenditures in Goal 1.
Action 3.13 - Music Enrichment - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 3.1).
Action 3.14 - On-Going Professional Development - Action implemented but expenditures in Goal 1.
Action 3.15 - Provide Student Identification Process and Scaffolds - Action implemented, no cost; noted in Goal 1.
Action 3.16 - Science and Garden Program - Action implemented but expenditures in Goal 1.
Action 3.17 - Provide Choir, Band and Music - The action was implemented and all budgeted expenditures were incurred (expenditures included in Action 3.1).
Action 3.19- Before and After School Tutoring - Action implemented but expenditures in Goal 1.
Action 3.20 - Support Student/SEL Connection - Action implemented, no cost.
Action 3.21 - Counseling Services - Action implemented but expenditures in Goal 4.
Action 3.22 - Provide Toolbox - This action was not implemented.
Action 3.23 - Provide Girls on the Run - This action was implemented but not budgeted; however, costs were incurred to run the program.
Action 3.24 - Provide RTI Instructional Assistants - Action implemented but expenditures in Goal 1.
Action 3.25 - Provide Arts Instruction - This action was implemented but the cost is included in Action 3.10.
Action 3.26 - Counseling Services for Students and Families at Miwok Valley and La Tercera - Action implemented but expenditures in Goal 4.
Action 3.27 - Instructional Assistant Support - Action implemented but expenditures in Goal 1.
Action 3.28 - Professional Development to RFEP Students - Action implemented but expenditures in Goal 1.
Action 3.29 - PBIS Program - Action implemented but expenditures in Goal 1.
Action 3.30 - Science Coordinator - Action implemented but expenditures in Goal 1.
Action 3.31 - Site Emergency/Disaster Preparedness - The action was implemented and additional costs were incurred.

The combined impact of the actions in Goal 3 over the course of the 3-year LCAP cycle (2021-22, 2022-23, and 2023-24) are improving the outcomes of the related metrics measuring student engagement in a culturally responsive and safe environment for students overall.

Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. Actions have been analyzed to be effective or ineffective using the dashboard and local data. The analysis is below and labeled by each LEA.

Our 5 LEA's used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

The actions outlined in Goal Three helped make progress towards the LEA's goal: of increasing and enriching student engagement and well-being to ensure an equitable opportunity to learn in a culturally responsive, healthy and safe environment

LA TERCERA:
Action(s):Whole Child/Student Engagement- Action 3.2 - School Library Program, Action 3.8 - Integrated Science Instruction, Action 3.11-Comprehensive Physical Education Program, Action 3.13 - Music Enrichment
Implementation status: 5- Full Implementation and Sustainability.
Effectiveness of Action(s): Effective
Metric(s): Current Attendance Rate, Chronic Absenteeism Rate, Enrollment, Youth Truth Survey
La Tercera Elementary School observed progress towards student engagement, and development of the whole child using the following data during the 2023-2024 school year.
Results of the Youth Truth Student Survey
Data from the Youth Truth Survey on Student Engagement had an increase of 2 points over this school year. Rising from 79% to 81%.
CA State Dashboard - Chronic Absenteeism
Chronic absenteeism was reduced from a rate of 1 The focused attention on the importance of attendance and communication with families have contributed to improvements for these specific subgroups and all students.

Analysis Statement: Throughout the school year, La Tercera Elementary School has fully implemented all Actions outlined in our LCAP for this domain. Students have received weekly science lessons in our science lab. Students in TK through 2nd grade have facilitated engineering challenges in the maker space from our science teachers throughout the school year. Students in 3rd through 6th grade have had access to the maker space through their classroom teacher and when their science lessons have focused on more physics domain of the NGSS standards. All students in TK through 6th grade have had access to weekly music and library and have received their 200 minutes of PE every 10 days. Students' results on the Youth Truth Data shows that they have higher engagement in those domains of learning, and that their social emotional competencies have grown.

Action(s): Climate/Student Belonging- Action 3.3- Equity Professional Learning, Action 3.20 - Support Student SEL/Connection, Action 3.29-PBIS Program

These actions are duplicated and a part of Goal 4 - safe and secure learning environment. Effectiveness of these actions are addressed in Goal 4 narrative.

LOMA VISTA:

Student Enrichment and MTSS: Student Enrichment and MTSS: Action - 3.8 - Integrated Science Instruction, Action 3.1 - Provide Music Enrichment, Action 3.20 - Support Student SEL/Connection, Action 3.25 - Provide Arts Instruction.
There were areas in which specific actions demonstrated efficacy towards achieving the goals we set and other areas where our specific actions did not produce the intended results. Our attendance rate is improving and has increased by one percent each year over the past three years from 92% in 2021-2022, to 93% in 2022-2023, and 94% in 2023-2024. Our target was to obtain a 95% attendance rate, so we did fall short of this mark despite making progress.

Our chronic absenteeism rate declined significantly. According to the California Dashboard the rate declined 6.6%. This exceeds the goal of a 5% decrease.

Enrollment is 467 currently compared to 484 in 2022-2023. This is a decrease, thus our goal of increasing by 5% was not met.

The positivity rating measured on Youth Truth was 34% on the 2023-2024 survey. This is a 21% improvement compared to the previous school year. The goal was to increase by 2%, thus this goal was far exceeded.

MIWOK VALLEY:
The actions outlined in Goal 3 helped make progress towards the LEA's goal: Increase and enrich student engagement in order to ensure each student is challenged and is enthused in the learning process in order to maximize potential of every student group representative of Miwok Valley. Increasing student engagement supports the whole child, creates a climate of inclusivity and equitable learning, and provides a roadmap of social emotional learning and well being to ensure safe and supportive school communities.

Action(s): Student Engagement- The Whole Child: Action 3.2- School Library Program: Action 3.4 -Band Program; Action 3.11- Comprehensive Physical Education Program: Action 3.25 -Provide Arts Instruction
Effectiveness of Action(s): Effective

Analysis Statement: Focusing on the whole child involves addressing their social, emotional, physical and academic needs to support their overall well being and development. Social Emotional Learning (SEL) plays a crucial role in this by teaching skills like self awareness, self management, social awareness, relationship skills, and responsible decision making. Interventions that integrate SEL into academic instructions and school culture can enhance students' emotional intelligence, resilience, and interpersonal skills, leading to improved behavior, academic performance, and overall success in school. Interventions included SEL Curriculum (Second Step), restorative practices, counseling services, peer mentoring and community partnerships aimed at creating a nurturing and supportive environment for Miwok students to thrive.

OLD ADOBE:
Action(s):Student Engagement/Whole Child: Action 3.1- Provide Music Enrichment, Action 3.2- School Library Program, Action 3.11 - Comprehensive Physical Education Program, Action 3.25- Provide Arts Instruction
Effectiveness of Action(s): Effective
Metric(s): Youth Truth student survey data
Old Adobe Elementary Charter School observed progress to improve and enrich student engagement at all grade levels using the following measures in 2023-2024:
Results of the Youth Truth Student Survey
Data from the Youth Truth Survey on Student Engagement clearly shows that overall our student engagement has been positive, ranging from 87% to 89%.
CA State Dashboard - Chronic Absenteeism
Chronic absenteeism has increased by 3.3 points to a rate of 19%. Chronic Absenteeism for Hispanic and Students with Disabilities is indicated in red status on the CA Dashboard. Both subgroups have not improved in this area, and they have actually increased at 8.2 points and 23.2 points, respectively. Socioeconomically disadvantaged students are in the orange status on the CA Dashboard and have increased by 3.2 points. Additionally, white students are also in the orange status and have increased by 2 points. It is obvious, with this data, that there will be more of a focus on regular, on-time attendance.

Analysis Statement: Engagement is deeply valued at Old Adobe Charter Elementary School. As shown in our Youth Truth data, responses from our staff, students and families continue to fluctuate slightly from year to year in the area of Engagement. We continue to reflect on survey response data to inform actions in support of Engagement. We continue to build longitudinal data, through the Youth Truth student, staff and family annual survey to help inform actions to continue to increase Engagement.

Attendance
As stated above, the LEA is at initial implementation with addressing chronic absenteeism. Administration and office staff have established systems to regularly monitor student attendance. The LEA has implemented the Tiered systems of response to chronic student absenteeism. Through data analysis and the LCAP process, this will be a focus goal in the upcoming LCAP 3-year cycle.

Action(s): Student Belonging & Connection: Action 3.20 - Support Student SEL/Connection
Effectiveness of Action(s): Effective
Metric(s): Youth Truth student survey data
Analysis Statement: Student sense of belonging and connection with the school community is deeply valued at Old Adobe Charter Elementary School.
As shown in our Youth Truth data, students' sense of belonging and connection has increased. This school year, student leadership opportunities have been increased from the previous school year.   We continue to build longitudinal data to help inform actions to continue to increase student belonging and connection.
Because this action was effective, as demonstrated by the student Youth Truth survey, we will continue this action into the new three-year cycle.

SONOMA MOUNTAIN:
Action(s): Student Engagement/Whole Child– Action 3.2- School Library Program, Action 3.10-Fine Arts Charter Focus, including TK-6 Music, Action 3.11 - Comprehensive Physical Education Program, Action 3.17 - Provide Choir, Band and Music
Effectiveness of Action(s): Effective
Metric(s): Current Attendance Rate, Chronic Absenteeism Rate, Enrollment, Youth Truth Survey
Sonoma Mountain Elementary Charter School observed progress towards student engagement, and development of the whole child using the following data during the 2023-2024 school year:
Results of the Youth Truth Student Survey
Data from the Youth Truth Survey on Student Engagement clearly shows a significant increase to 89% positive response.
CA State Dashboard - Chronic Absenteeism
Chronic absenteeism was reduced from a rate of 14% to 9.3%. Chronic Absenteeism for Hispanic students decreased by 16.3% and the rate for socioeconomically disadvantaged students decreased by 13.9%. The focused attention on the importance of attendance and communication with families have contributed to improvements for these specific subgroups and all students.

Analysis Statement: Whole Child/Student Engagement: Students are engaged and excited about learning, and our emphasis on educating the whole child with our charter focus, physical education program, integration of technology, and enrichment opportunities provide every child with an opportunity to thrive.

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

As demonstrated through the analysis of metrics, the district plans to continue implementing the programs and supports focused on student engagement in the next 3-year cycle. However, this goal will be combined with another goal that will focus on PBIS and school culture. Student engagement is deeply connected to belonging and a positive, healthy, and safe school culture.

OAUSD is transitioning from a district-wide LCAP (3-year LCAP cycle - 2021-22, 2022-23, and 2023-24) to five LCAP's, one for each LEA. The following actions will be continuing but have been grouped together based on the new cycle:
Action 3.20 - Support Student/SEL Connection

The following actions will no longer be continuing due to lack of one-time funds, not implemented due to ineffectiveness, and/or the programs/services are no longer a contributing action:

Action 3.3 - Equity Professional Learning
Action 3.22 - Provide Toolbox

The following actions will continue with the costs coming from the General Fund, but will be removed from the LCAP because they are non-contributing actions that do not come out of LCAP Supplemental funding.
Action 3.1 - Provide Music Enrichment
Action 3.2 - School Library Program
Action 3.4 - Band Program
Action 3.8 - Integrated Science Instruction
Action 3.10 - Fine Arts Charter Focus, including TK-6 Music
Action 3.11 - Comprehensive Physical Education Program
Action 3.13 - Music Enrichment
Action 3.17 - Provide Choir, Band and Music
Action 3.23 - Provide Girls on the Run
Action 3.25 - Provide Arts Instruction

The following actions were all implemented. They are listed as actions in Goal 3 but are duplicate actions. Actions and expenditures are allocated in Goal 1. The analysis of metrics is included in Goal 1.
Action 3.5 - Resources and Materials for Professional Development
Action 3.6 - Provide Student Identification Process and Scaffolds
Action 3.7 - Targeted Small Group Instructional Support
Action 3.9 - After School Tutoring Program
Action 3.12 - Summer Bridge School Library Program
Action 3.14 - On-Going Professional Development
Action 3.15 - Provide Student Identification Process and Scaffolds
Action 3.16 - Science and Garden Program
Action 3.19- Before and After School Tutoring
Action 3.24 - Provide RTI Instructional Assistants
Action 3.27 - Instructional Assistant Support
Action 3.28 - Professional Development to RFEP Students
Action 3.29 - PBIS Program
Action 3.30 - Science Coordinator
Action 3.31 - Site Emergency/Disaster Preparedness

The following actions were all implemented. They are listed as actions in Goal 3 but are duplicate actions. Actions and expenditures are allocated in Goal 4. The analysis of metrics is included in Goal 4.
Action 3.21 - Counseling Services
Action 3.26 - Counseling Services for Students and Families at Miwok Valley and La Tercera

All metrics and desired outcomes will continue in the next LCAP cycle.

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

Goals and Actions

Goal

Goal #	Description
4	Foster a positive school climate to ensure a safe and secure learning environment so that every student feels connected, motivated to attend and ready to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2020/21 Suspension Rate: LT: 0% LV: 0% MV: .005% OA: .003% SM: 0%	2021/22 LT: Suspension Rate: 1% LV: Suspension Rate: 0% MV: Suspension Rate: .04% OA: Suspension Rate: 2% SM: Suspension Rate: 0%	2022/23 Suspension Rates LT: Suspension Rate: 4.7% LV: Suspension Rate: 5.3% MV: Suspension Rate: 0.09% OA: Suspension Rate: 1.3% SM: Suspension Rate: 0.2%	2023/2024 Suspension Rates LT: Suspension Rate: 0% LV: Suspension Rate: 0% MV: Suspension Rate: 0% OA: Suspension Rate: 0.03% SM: Suspension Rate: 0%	Maintain/Reduce Suspension Rate: LT: to 0% LV: to 0% MV: to 0% OA: .to 0% SM: to 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rates	2020/21 Expulsion Rate: LT: 0% LV: 0% MV: 0% OA: 0% SM: 0%	2021/22 LT: Expulsion Rate: 0% LV: Expulsion Rate: 0% MV: Expulsion Rate: 0% OA: Expulsion Rate: 0% SM: OA: Expulsion Rate: 0%	2022/23 LT: Expulsion Rate: 0% LV: Expulsion Rate: 0% MV: Expulsion Rate: 0% OA: Expulsion Rate: 0% SM: Expulsion Rate: 0%	2023/2024 LT: Expulsion Rate: 0% LV: Expulsion Rate: 0% MV: Expulsion Rate: 0% OA: Expulsion Rate: 0% SM: Expulsion Rate: 0%	Maintain Expulsion Rate: LT: 0% LV: 0% MV: 0% OA: 0% SM: 0%
YouthTruth Survey	2020/21 YouthTruth Survey Results: Survey Results: LT: 67% Positivity Rate 3.92 Average Rating LV: 61% Positivity Rate 3.92 Average Rating MV: 86% Positivity Rating 2.82 Average Rating OA: 59% Positive Rating 3.67 Positive Rating	2021/22 Youth Truth Survey Results: Survey Results: LT: 55% Positivity Rate 2.67 Average Rating LV: 20% Positivity Rate 2.47 Average Rating MV: 58% Positivity Rating 2.56 Average Rating	2022/23 Youth Truth Student Survey Results: BELONGING LT: 23% Positivity Rate 2.73 Average Rating LV: 34% Positivity Rate 2.38 Average Rating MV: 65% Positivity Rating 2.55 Average Rating	2022/23 Youth Truth Student Survey Results: BELONGING LT: 32% Positivity Rate LV: 26% Positive Rate MV: 54% Positive Rate OA: 50% Positive Rate	YouthTruth Survey Results: Survey Results: LT: Increase Positivity Rate by 3% LV: Increase Positivity Rate by 9% MV: Increase Positivity Rate by 3% OA: Increase Positivity Rate by 5% SM:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SM:	OA: 37% Positive Rating 2.28 Average Rating SM: 18% Positive Rating 2.18 Average Rating	OA: 45% Positive Rating 2.5 Average Rating SM: 44% Positive Rating 2.34 Average Rating	SM: 41% Positive Rate	Increase Positivity Rate by 3%
Facilities Data (FIT)	2020/21 Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2020/21 school year.	2021/22 Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2021/22 school year.	2022/23 Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2022/23 school year.	2023/24 Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2022/23 school year.	Facilities Data (FIT): All sites report GOOD status in all areas on the FIT report for the 2023/24 school year.

Goal Analysis

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

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

While overall we were able to implement our actions as planned for Goal 4 that focused on fostering a positive school climate, we encountered both successes and challenges in our implementation. Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. The analysis is below and labeled by each ELA.

Our five LEA's used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal Four supported the progress toward meeting the goal of fostering a positive school climate to ensure a safe and secure learning environment so that every student feels connected, motivated to attend and ready to learn.

LA TERCERA:
Social Emotional Learning : Action 4.1, Action 4.2- Provide Social-Emotional Education and Character Development, Action 4.11 - Provide Adult Mentors, Action 4.12 - Additional Counseling Services
Implementation Status: 5 – Full Implementation and Sustainability. The LEA has clear policies and expectations for teaching core social emotional curriculum and providing strategic support for students. We have established procedures for identifying students who need different tiered levels of support. Additionally as a school site we established a procedure for additional referrals and resources for families who need non-school based social emotional support.   We have also established procedures for identifying students and creating a sustainable schedule for providing adult mentors to students.No substantive difference in planned action compared to the actual implementation.

Safe & Secure Campus- Action 4.3- Custodial Services, Action 4.4- Campus Supervision
Status: 5 – Full Implementation and Sustainability. La Tercera elementary school has clear policies and procedures for campus supervision, and custodial support.. We have solid ongoing practices for Site Emergency/Disaster Preparedness, including procedures for refinement and changes that need to be implemented as a result of policy changes or updates in procedures from our local police department. No substantive difference in planned action compared to the actual implementation.

Overall Successes: To ensure this goal is met, La Tercera ensured that we provided ongoing progress monitoring systems of our students' social emotional learning. We have worked hard to ensure a tier 1 Universal approach to social emotional learning and develop their competencies in the different domains.. From there, we have strategically added additional counseling support to make sure that the teachers and students that need additional support as needed. This has looked like 1:1 counseling or small groups for students. If teachers need support teaching the curriculum and/or supporting different emotional needs, our counselors have been instrumental in providing support.

Overall Challenges: Our overall challenge has been staffing throughout the school year. We had one of our school counselors out on leave for a good portion of the school year. Additionally, we have continued to have open campus aide positions that we have not been able to fill. Filling these positions has been an ongoing priority of our school site.

LOMA VISTA:
Student Intervention and Supports - 4.2 - Provide Social-Emotional Education and Character Development, 4.6 Literacy Strategies, 4.7 School Climate Assemblies and Awards.
Implementation Status: 5 – Full Implementation and Sustainability.
Second Step, reading buddies, and student award assemblies are in place and are ongoing. No substantive difference in planned action compared to the actual implementation.

Safe & Secure Campus - 4.3 Custodial Staff, 4.4 Campus Supervision.
Implementation Status: 5 – Full Implementation and Sustainability.
We will continue to have custodians and campus aides. No substantive difference in planned action compared to the actual implementation.

Support Programs - 4.5 Mentor program, 4.8 Anti-Bullying and Character Education Supports.
Implementation Status: 1- Not implemented.
These areas are supported differently. Reading buddies and counseling services are in place instead of the mentor program. Second Step is implemented school-wide and supports both anti-bullying and character education. No substantive difference in planned action compared to the actual implementation.

MIWOK VALLEY:
Social Emotional Learning/Safe School Climate - Actions 4.2- Provide Social-Emotional Education and Character Development: Action 4.5- School Climate Assemblies and Awards: Action 4.6 - Anti-Bullying and Character Education Supports
Implementation Status-Full implementation of the following actions: Actions 4.2- Social Emotional Learning (Second Step, PBIS): Action 4.5- School Climate (assemblies and awards)
Implementation Status- No implementation of the following actions: Action 4.6 - Anti-Bullying and Character Education.

Safe and Clean Campus - Actions 4.3- Custodial Support: Action 4.4- Campus Supervision
Implementation Status-Full implementation of the following actions: Actions 4.3- Custodial Support: Action 4.4- Campus Supervision

Overall Success: To ensure this goal is met, Miwok Valley has provided counseling services that focus on providing personal/social development. In addition, our Second Step curriculum is designed to promote skills such as empathy, emotion management, and problem solving that is integrated to foster a positive and inclusive school climate. By incorporating the Second Step curriculum, we addressed students' social and emotional needs, ultimately contributing to a safe and more supportive school environment. The structured lessons and activities teach social emotional learning skills systematically that helps create a school culture where students feel valued, respected, and connected to their peers and teachers. PBIS rallies and recognition systems are powerful tools for reinforcing positive behavior and creating a supportive school culture. Our Friday PBIS rallies are lively events where students are celebrated for meeting academic and behavioral expectations. As a PBIS recognition system, we utilized "Jaguar" bucks that demonstrate positive behaviors consistently. The recognition system motivates students to adhere to the PBIS principles and contribute to a safe and more positive school climate. Our custodians and campus supervisors play a crucial role in maintaining a safe and clean campus environment. Custodians ensure that our classrooms and school are clean and sanitary, which is essential for the health and well being of students and staff. Campus supervisors help enforce positive behavior expectations, monitor students during recess and transitions, and ensure that the campus remains safe and secure. Together, campus supervisors and custodians contribute to creating a welcoming and conducive atmosphere for teaching and learning, promoting a sense of pride and respect with the school community. Their efforts are invaluable in fostering a positive school climate where students can thrive academically and socially.

Overall Challenges: Youth Truth data indicates that a safe learning environment continues to be an area of concern. According to the Youth Truth Staff Survey data, 53% of staff feel the school is a safe learning environment. The Youth Truth Family Survey data indicates that 55% of families feel the school is a safe learning environment. The Youth Truth Student Data indicates that In addition, 54% of students feel safe at school, while 46% of the students reported a sense of belonging at school.

OLD ADOBE:
SEL: Action 4.2 - Provide Social-Emotional Education and Character Development, Action 4.10 - Support Student SEL/Connection
Implementation status- Full Implementation, Actions 4.2, 4.10
Implementation of SEL learning through school wide lessons based in the Second Step curriculum across all grade levels is regular and ongoing. Full implementation of PBIS is implemented. There are clear school wide behavior expectations posted and reviewed regularly with students, staff and families. Students are recognized for behavior that is in alignment with school expectations through 'Roadrunners', the Road Runner raffle and the Road Runner student store/Token economy.

Safe and Secure Campus: Action 4.3- Custodial Support, Action 4.4- Campus supervisor

Implementation status- Full Implementation and Sustainability, Actions 4.3, 4.4
Custodial positions are filled and fully staffed to ensure that the school is clean and safe. Campus aide positions have been maintained and are filled. Additionally campus aides have been provided the opportunity to participate in professional development.

Overall Successes: Old Adobe Elementary Charter School is dedicated to supporting our students emotionally, socially, creatively, and physically to reach their full potential. Our counseling program is designed to promote positive attitudes, social skills, emotional well being, and to reinforce our PBIS work. The focus of the counseling work includes whole class social-emotional lessons, class meetings, restorative circles, and small group sessions focusing on social skills, worry, emotions, and special interests. The social emotional curriculum, Second Step, was fully implemented in Tier 1 instruction for all students. This program was incredibly valuable and effective in maintaining a safe climate on campus. Student Leadership opportunities have been increased at Old Adobe this past school year. Student leadership opportunities include participation in older/younger classroom buddy partnerships, Green team and opportunities for students to assist in leading whole school assemblies. Additionally, our upper grade students have the opportunity to participate in the Student Leadership club. The student leadership club plans school wide spirit days, school wide pep-rallies as well as school wide greater community engagement opportunities.

Overall Challenges: Professional development opportunities for paraprofessionals and teachers in restorative practices and PBIS expectations are planned to make sure every student feels seen and supported.

SONOMA MOUNTAIN:
Social Emotional Learning :SEL–Action 4.1 - Provide Counseling Services, Action 4.2-Provide social emotional education and character development, Action 4.5 - Mentor Programs
Implementation Status: 5 – Full Implementation and Sustainability.
Sonoma Mountain has clear policies and expectations for teaching core social emotional curriculum and providing strategic support for students. We have established procedures for identifying students who need different tiered levels of support. We have also established procedures for identifying students and creating a sustainable schedule for providing adult mentors to students. There is no substantive difference in planned action compared to the actual implementation.

Safe & Secure Campus- Action 4.3 - Custodial Support, Action 4.4 - Campus Supervision
Implementation Status: 5 – Full Implementation and Sustainability. Sonoma Mountain Elementary Charter School has clear policies and procedures for campus supervision and custodial support. No substantive difference in planned action compared to the actual implementation. There is no substantive difference in planned action compared to the actual implementation.

Overall Successes: Sonoma Mountain Elementary Charter School is dedicated to supporting our students emotionally, socially, creatively, and physically to reach their full potential. Our counseling program is designed to promote positive attitudes, social skills, emotional well being, and to reinforce our PBIS work. The focus of the counseling work includes more whole class social-emotional lessons, class meetings, restorative circles, and small group sessions focusing on social skills, worry, emotions, and special interests. The social emotional curriculum, Second Step, was fully implemented in Tier 1 instruction for all students. This program was incredibly valuable and effective in maintaining a safe climate on campus. Schoolwide discussions about Second Step strategies are regular parts of our Friday Community Gatherings and included in parent communication via robocalls and Parent Square posts. Student Leadership was open to all students grades 4-6 and consisted of weekly lunchtime meetings, and opportunities for students to select to serve on committees such as the kindness committee, the lost & found committee, the spirit committee and the community service committee. Participants interacted with students and staff across grade levels and with the community at large. Participation in Leadership has continued to grow. Additionally, this year we implemented alternative activities at morning and lunch recess in order to engage more students. Students have the opportunity to play board games, do arts and crafts projects and paint and draw. Student participation in these alternate activities has helped students foster new friendships with students with common interests.

Overall Challenges: While students' sense of belonging has increased by 8%, there is room for improvement. Professional development opportunities for paraprofessionals and teachers in restorative practices and PBIS expectations are planned to make sure every student feels seen and supported.

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.

Below is a review of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures:

Action 4.1 - Provide Counseling Services - The action was implemented and not all budgeted expenditures were incurred.
Action 4.2 - Provide Social-Emotional Education and Character Development - The action was implemented, no cost.
Action 4.3 - Custodial Services - Additional costs were incurred to support the implementation of this action due to increases in salary and benefits.
Action 4.4 - Campus Supervision - The action was implemented and not all budgeted expenditures were incurred.
Action 4.5 - Mentor Program - The action was implemented, no cost.
Action 4.6 - Literacy Strategies - The action was implemented, no cost.

Action 4.7 - School Climate Assemblies and Awards - The action was implemented, no cost.
Action 4.8 - Anti-Bullying and Character Education Supports -The action was implemented, no cost.
Action 4.10 - Support Student SEL/Connection - The action was implemented, expenditures included in Goal 3.
Action 4.11 - Provide Adult Mentors - The action was implemented, no cost.
Action 4.12 - Additional Counseling Services - The action was implemented with one-time Covid Relief Funds but will no longer continue due the depletion of the one-time funds.

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

The combined impact of the actions in Goal 4 over the course of the 3-year LCAP cycle (2021-22, 2022-23, and 2023-24) are improving the outcomes of the related metrics measuring a positive school climate.

Each LEA has analyzed specific actions included in the district-wide LCAP but applicable to their own LEA. Actions have been analyzed to be effective or ineffective using the dashboard and local data. The analysis is below and labeled by each LEA.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: fostering a positive school climate to ensure a safe and secure learning environment so that every student feels connected, motivated to attend and ready to learn.

LA TERCERA:
Action(s): Social Emotional Learning : Action 4.1, Action 4.2- Provide Social-Emotional Education and Character Development, Action 4.11 - Provide Adult Mentors, Action 4.12 - Additional Counseling Services
Effectiveness of Action(s): Effective
Metric(s): Suspension, Office Discipline Referrals (ODR), expulsion rates, Youth Truth Survey
La Tercera Elementary school observed progress towards School Safety and Climate for Positive Behavior Interventions and Restorative Practices using the following measures in observed progress towards a positive school climate using the following measures in 2023-2024:
CA State Dashboard - Suspension Rate
The 2023 suspension rate is in the orange. However, three subgroups are in the red: Hispanic, Socioeconomic, and English Learner.
Results of the Youth Truth Student Survey
Our Youth Truth Student Survey data demonstrates that the percent positive in Student Belonging is 32%; this is an increase of 9 points from 2023

Action(s): Safe & Secure Campus- Action 4.3- Custodial Services, Action 4.4- Campus Supervision
Effectiveness of Action(s): Effective
Metric(s): Facilities Report (FIT) - GOOD STATUS

Analysis Statement:
According to the CA State Dashboard, our suspension rate is in the red for students who are identified as English Language Learners, Socioeconomically Disadvantaged and Hispanic. These subgroups have had a higher rate of suspension than their counterparts. As a school site, we have focused on PBIS which has built better student-teacher relationships, reduced referrals, and lowered the number of suspensions. There has been an overall decrease in suspension rates, especially for low-income and English learner students. There is still work to do around Office Discipline Referrals and tier 1 behavior support tools for teachers in the classroom.   We additionally need to refocus on our token economy system school wide and become more systematic about how and when we offer prizes depending on grade levels for students demonstrating our behavior expectations. As a school site we have established a behavior referral process, tiered responses and supports to behaviors, and began sharing and building cohesive understanding around this work. As we work on this we will build consistent responses and support to a variety of behaviors. Additionally, our campus aides are receiving specific training in restorative practices and helping students resolve interpersonal conflicts. By making these changes to our current actions, we anticipate that we will see a positive increase in the positivity rate on the Youth Truth student survey in the area of belonging.

In addition to continuing the programs we had in place last year, counselors will hold more restorative circles and group counseling sessions. Student leadership will be redesigned to foster more inclusive practices. PBIS protocols will be strengthened through professional development with staff and with students through assemblies, class meetings and individual feedback. Our counselors and other staff members will facilitate sessions at our Parent Engagement meetings in order to support the school to home connection including the partnership with our Second Step Program. We plan to conduct empathy interviews to discover unseen student needs. These steps will be taken in order to meet our goal of fostering a positive environment, a safe and secure learning environment and increasing student connections and engagement. The focus on fostering a positive school climate to ensure a safe and secure learning environment so that every student feels connected, motivated to attend, and ready to learn is a priority.

Because these actions were effective, as demonstrated by our discipline data we will continue this action into the new three-year cycle.

LOMA VISTA:
Student Intervention and Supports - 4.2 - Provide Social-Emotional Education and Character Development, 4.6 Literacy Strategies, 4.7 School Climate Assemblies and Awards.

Safe & Secure Campus - 4.3 Custodial Staff, 4.4 Campus Supervision

Support Programs - 4.5 Mentor program, 4.8 Anti-Bullying and Character Education Supports.
As a result of our actions, our suspension and expulsion rates remain at 0%. However, this has not translated into a positive increase in student belonging as measured by Youth Truth survey data. We did not hit our target goal of increasing our positivity rating by 3%.

MIWOK VALLEY:
Action(s): Actions 4.2- Provide Social-Emotional Education and Character Development: Actions 4.3- Custodial Support: Action 4.4- Campus Supervision: Action 4.5- School Climate Assemblies and Awards: Action 4.6 - Anti-Bullying and Character Education Supports
Effectiveness of Action(s): Effective

Analysis Statement: The change in focus to Positive Behavior Intervention & services (PBIS) has built better student-teacher relationships, reduced minor/major referrals, and lowered the number of suspensions and expulsions dramatically. Our PBIS rallies have had an impact on our school culture that is focused on recognizing positive behavior with the implementation of a positive reward system-Jaguar buck and the Jaguar store- schoolwide. Our monthly student of the month recognition, at our PBIS rallies, highlight positive academic and behavior outcomes. Peace builders recess was utilized as a restorative approach to address minor behaviors, giving the students an opportunity to right wrongs and continue to be an active participant in the classroom. Our school facilities added a fence around the school which created a sense of safety and security, creating an atmosphere of a closed campus.

OLD ADOBE:
Action(s): SEL: Action 4.2 - Provide Social-Emotional Education and Character Development, Action 4.10 - Support Student SEL/Connection
Action(s): Safe and Secure Campus: Action 4.3- Custodial Support, Action 4.4- Campus supervisor
Effectiveness of Action(s): Effective
Metric(s): Youth Truth survey, suspension and expulsion rates, FIT- Facilities Inspection Took annual report
Old Adobe Elementary Charter School observed progress towards providing a safe and secure learning environment to support student achievement using the following measures in 2023-2024:
Youth Truth survey, Belonging- increased from 45% to 50% in the past school year.
FIT - good status
Suspension rates- overall suspension rates have decreased 1.6% to 1.3% from 22/23 school year. Old Adobe is currently in yellow status on the California State Dashboard. Zero Hispanic students have been suspended in the 2023 school year. Students with disabilities and Socio Economically Disadvantaged have declined and are now in the green on the California Dashboard.
Expulsion rates- zero expulsions

Analysis Statement: Our site has analyzed the results of the Youth Truth student survey and has developed an action plan to address some of the areas for growth that were outlined in the survey results. One of those target areas is student belonging. Additionally, staff will continue to receive professional development around multi-tiered systems of support. This will include further implementation of PBIS as well as implementation of restorative practices. Additionally, our campus aides are receiving specific training in restorative practices and helping students resolve interpersonal conflicts. By making these changes to our current actions, we anticipate that we will see a positive increase in the positivity rate on the Youth Truth student survey in the area of belonging.

While students' sense of belonging has increased by 5%, there is room for improvement. We've focused on students' sense of belonging during non-instructional time this year. An area of focus as we move forward is to provide more ways for students to feel connection and belonging within their classrooms. More in depth reflection is needed to study belonging at the individual classroom level.

In addition to continuing the programs we had in place last year, counselors will hold more restorative circles and group counseling sessions. Student leadership expansion is planned with the continuation of student driven committees as needed to address issues that are identified as important to students. PBIS protocols will continue to be strengthened through professional development with staff and with students through assemblies, class meetings and individual feedback. Our counselors and other staff members will facilitate school to home connection by including classroom and school wide communication focused on the Second Step SEL lessons our students receive regularly. We plan to conduct empathy interviews to discover unseen student needs. These steps will be taken in order to meet our goal of fostering a positive environment, a safe and secure learning environment and increasing student connections and engagement. The focus on fostering a positive school climate to ensure a safe and secure learning environment so that every student feels connected, motivated to attend, and ready to learn is a priority.

SONOMA MOUNTAIN:
Action(s): Social Emotional Learning : SEL–Action 4.1 - Provide Counseling Services, Action 4.2-Provide social emotional education and character development, Action 4.5 - Mentor Programs
Effectiveness of Action(s): Effective
Metric(s): Suspension, Expulsion rates, Youth Truth Student Survey - Belonging
Sonoma Mountain Elementary Charter School observed progress towards a positive school climate using the following measures in 2023-2024:
CA State Dashboard - Suspension Rate
The 2023 suspension rate is in the blue level with 0.2% suspended at least one day; this has declined by 1.3%
Results of the Youth Truth Student Survey
Our Youth Truth Student Survey data demonstrates that the percent positive in Student Belonging is 41% (increase of 8 points).

Action(s): Action 4.3 - Custodial Support, Action 4.4 - Campus Supervision
Effectiveness of Action(s): Effective
Metric(s): Facilities Report (FIT) - GOOD STATUS

Analysis Statement: Our site has analyzed the results of the Youth Truth student survey and has developed an action plan to address some of the areas for growth that were outlined in the survey results. One of those target areas is student belonging. Additionally, staff will continue to receive professional development around multi-tiered systems of support. This will include further implementation of PBIS as well as implementation of restorative practices. Additionally, our campus aides are receiving specific training in restorative practices and helping students resolve interpersonal conflicts. By making these changes to our current actions, we anticipate that we will see a positive increase in the positivity rate on the Youth Truth student survey in the area of belonging.

While students' sense of belonging has increased by 8%, there is room for improvement. We've focused on students' sense of belonging during non-instructional time this year. An area of focus as we move forward is to provide more ways for students to feel connection and belonging within their classrooms. More in depth reflection is needed to study belonging at the individual classroom level.

In addition to continuing the programs we had in place last year, counselors will hold more restorative circles and group counseling sessions. Student leadership expansion is planned with the addition of more student driven committees as needed to address issues that are identified as important to students. PBIS protocols will be strengthened through professional development with staff and with students through assemblies, class meetings and individual feedback. Our counselors and other staff members will facilitate sessions at our SoMo University to support the school to home connection including the partnership with our Second Step Program. We plan to conduct empathy interviews to discover unseen student needs. These steps will be taken in order to meet our goal of fostering a positive environment, a safe and secure learning environment and increasing student connections and engagement. The focus on fostering a positive school climate to ensure a safe and secure learning environment so that every student feels connected, motivated to attend, and ready to learn is a priority.

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

As demonstrated through the analysis of metrics, the district plans to continue implementing the actions focused on thriving and meaningful parent, family, and community engagement in the next 3-year cycle. OAUSD is transitioning from a district-wide LCAP (3-year LCAP cycle - 2021-22, 2022-23, and 2023-24) to five LCAP's, one for each LEA. The following actions will be continuing but have been grouped together based on the new cycle:
Social Emotional Learning:
Action 4.2 - Provide Social-Emotional Education and Character Development
Action 4.8 - Anti-Bullying and Character Education Supports
Action 4.10 - Support Student SEL/Connection

Counseling Supports:
Action 4.1 - Provide Counseling Services

The following actions will continue with the costs coming from the General Fund, but will be removed from the LCAP because they are non-contributing actions that do not come out of LCAP Supplemental funding.
Action 4.3 - Custodial Services
Action 4.4 - Campus Supervision
Action 4.5 - Mentor Program
Action 4.6 - Literacy Strategies
Action 4.7 - School Climate Assemblies and Awards
Action 4.11 - Provide Adult Mentors

The following actions will no longer be continuing due to lack of one-time funds:
Action 4.12 - Additional Counseling Services

All metrics and desired outcomes will continue in the next LC

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
Old Adobe Union School District	Michele Gochberg, Cindy Friberg Co-Superintendents	mgochberg@oldadobe.org; cfriberg@oldadobe.org (707) 765-4322

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.

La Tercera Elementary School is the first elementary STEM school in Sonoma County that serves TK-6th grade students. As a STEM (science, technology, engineering, math) focused school, we are creating the next generation of innovators. We offer all students different ways of learning with a 'hands-on" approach to learning. With pride, energy, engagement, perseverance, and ownership of learning, our La Tercera students prepare for the future using critical thinking and problem solving to do amazing things while a student in our learning community. We offer a dedicated science lab and science teacher. Students have opportunities for a hands-on, deep level, and meaningful understanding with themed and project learning with units from STEM kits, and FOSS Science. Science and science journal writing is deeply

embedded in our classroom core curriculum. Our teachers and staff have created a learning community that is preparing students for STEM careers and college readiness.

Our LEA serves to provide our community with the needed support to provide an equitable opportunity for all of our students to gain the needed skills for success in life.

La Tercera students will be independent and collaborative solution seekers who are resilient, respectful, academically successful, and responsible citizens. We accomplish this mission because we have committed professionals, from teachers to campus aides, who are passionate about what they do each day for our students. School is not just a place where we work, it is a place to change the world by impacting the lives of the children in our care. At La Tercera, we value the close bond we have with our Educational Partners. We understand that family and school relationships are essential to student success. Children knowing families are active collaborators in their learning community is very important.

La Tercera is a family-friendly school, of approximately 330 diverse students (41% Hispanic, 51% White, 24% English Learner, 41% Socioeconomically Disadvantaged), located in a park-like setting in Petaluma. Our vision for our students is that they will be independent and collaborative solution seekers who are resilient, respectful, flexible, and academically successful citizens of the world. Though we value high test scores, the major thrust at La Tercera is to provide students with a well-rounded education. We offer an integrated focus in Science, Technology, Engineering and Mathematics (STEM.) We have a fully dedicated Science Lab with a certificated science teacher who works collaboratively with classroom teachers to provide hands-on instruction in an authentic setting. We also have a fully functioning Makerspace that is volunteer and teacher-led that provides our students a unique space in which to design and create solutions to project-based learning questions as well as providing opportunities for tinkering. These spaces are at the heart of our engagement and focus on content instruction. We focus on opportunities for students to take real-life experiences and make connections to new information. Our teachers focus on developing lifelong learners whose sense of pride in achievement is intrinsically motivated by enjoyment and appreciation of learning. We believe that the social-emotional development of every child in our care is equally and sometimes more impactful than our content work with our students. We support a program called Mentor Me Petaluma, created in 2007, where students have the opportunity to work with an adult mentor weekly in order to enhance the students' connection to school and the community. We have a very active Student Council that puts on regular student-led events throughout the school year. As our English language learner population increases, we continually work on methods and strategies to close the opportunity gap while simultaneously using our diversity as a way to strengthen the La Tercera community. Our PTA and ELAC are active and strong supporters of our vision and mission for students. We are continuing to develop research based MTSS, ELD and RTI supports to provide more tiered supports to address a wider range of academic, social emotional, and behavioral needs.

La Tercera's Vision is: At La Tercera STEM Elementary School, we aim to shape lifelong learners who are curious and solution-seeking citizens who will find their unique place in the world.

La Tercera's Mission is:

At La Tercera STEM Elementary School, we are a community of engaged, inclusive, and active learners. Each day we will:

- Embrace and live a growth mindset

- Learn and apply social and emotional skills
- Support students in reaching their academic potential
- Create a rigorous learning environment
- Practice critical and STEM thinking in all subject areas
- Use hands-on experiences to make learning meaningful
- Share learning with a wider audience

Reflections: Annual Performance

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

Based on the California Dashboard, in English Language Arts, La Tercera is working hard to support students to reach proficiency in reading. There is still work to do around targeting specific skills based off of data, and a plan for systematic and strategic support between our intervention staff and classroom teachers. Based on the 5x5 dashboard placement card, our ELA data is overall low status, we are currently testing 32.3 points below standard. Our students who identified as socioeconomically disadvantaged increased by 13.7 points and our Hispanic students increased by 13.7 points, our English Learners fell in the very low range. Our English Leaners increased their points in ELA by 12.7 points. Our White demographic declined by 9.7 points, falling 18.3 points below standard.

Looking at local assessments, our students' proficiency rates, our end of year proficiency demonstrates progress, but still has a lot of room for improvement. We had an overall proficiency rate of 60% in Foundational Skills as assessed by DIBELS. In our Local STAR Reading Assessment we had an overall proficiency rate in students 2nd through 6th grade of 66.2%, and for math we had an overall proficiency rate of 66.4% proficiency rate.

Overall in Mathematics on the CA dashboard, overall we fell in the yellow indicator. Our scores were 37.8 below standard, reflecting a 4.5 points increase. Students in white demographic fell in the yellow orange performance level. Our score had declined by 6.8 points. Subgroups of English Learners, Hispanic and Socioeconomically disadvantaged fell into the yellow performance band. All had an increase of proficiency with an average of 16.4 point increase across the subgroups.

Looking at our 5x5 report card for English Learner Progress, we fell in the green with 59.37 making progress. This was an increase of 6.72 from 52.6 from the 2022 Dashboard. As a site we increased our reclassification from 8% to 24%, and we increased the number of our students scoring a 4 on the ELPAC from 10% in 2022-2023 to 18% in the 2023-2024 school year.

Overall in our Chronic Absenteeism, we fell in the yellow performance band with 17.7% of our students being chronically absent. This was a 10.8 percent decline. Our English Learners, Hispanic and Socio Economically Disadvantaged demographics fell in the Orange performance level with an average of 26% of students being chronically absent. This was even with a average decline of 12%. Two subgroups fell in the yellow performance level: students with disabilities and white. Both of these groups saw an improvement of chronic absenteeism as well.

Based on the California Dashboard, 4.4% of students suspended at least one day. We had three groups falling in the Red performance band. These subgroups were: English Learners, Hispanic, and Socioeconomically Disadvantaged. For all of these groups, there was over a double the rate of suspension and an increase of at least 3 times that for the general school. Students with disabilities followed the school wide trend of suspension, while white students had a much lower ate of 2.2% being suspended one day, and there was a 1.3% decline.

Old Adobe Union School District, and therefore La Tercera Elementary School, is eligible for differentiated assistance based on the 2023 CA Dashboard. Old Adobe Union School District is eligible based upon our Students with Disabilities in the red or low performing in the areas of Priority #4 Pupil Achievement in ELA and Priority #6 School Climate - Suspension.

Red Indicators on the 2023 Dashboard:
SWD are 114.2 points below standard in ELA compared to all students who are 34.9 below standard
13.6% of our SWD students have been suspended at least one day compared to all students of which 6% have been suspended at least one day

Throughout the LCAP, specific actions are noted to address areas of red for our Students with Disabilities. These actions support our Differentiated Assistance (DA) Plan and include:
Provide high-quality, best first instruction in English Language Arts through standards-aligned lessons, strategies, interventions, and supports for Students with Disabilities.
Full implementation of researched-based Positive Behavioral Interventions and Supports (PBIS) for all students and specifically Students with Disabilities.
Provide support and services proactively, mitigating chronic absenteeism and loss of instruction for all students and specifically Students with Disabilities.

Reflections: Technical Assistance

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

Old Adobe Union School District, and therefore La Tercera Elementary School, is eligible for differentiated assistance based on the 2023 CA Dashboard. Old Adobe Union School District is eligible based upon our Students with Disabilities in the red or low performing in the areas of Priority #4 Pupil Achievement in ELA and Priority #6 School Climate - Suspension.

As a means to address the above, Old Adobe Union School District is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will be analyzing public data as well as local data. According to data from CAASPP for ELA and Suspension our SWD students are 114.2 points below standard in ELA compared to all students who are 34.9 below standard and 13.6% of our SWD students have been suspended at least one day compared to all students of which 6% have been suspended at least one day.

We have identified our Urgent Articulated Problem as students with disabilities are not achieving at the same levels as our students without disabilities and are excluded from instruction more through suspension. Some of the root causes of this Urgent Articulated Problem are that the structure of special education and access to general education curriculum, best first instruction and specialized instruction and academic expectations have contributed to this problem. Exclusionary discipline practices, lack of alternatives to exclusionary discipline, lack of tiered intervention practices and protocols for behavior have contributed, as well.

As we plan for the 2024- 2025 school year we will be focusing on the following actions to meet the needs of our Students with Disabilities:
Action 1.1 - Multi Tiered System of Supports - Tier 1 Academic
Action 1.2 - Multi Tiered System of Supports - Tier 2 Academic/Intervention
Action 1.3 - Professional Learning
Action 2.2 - Communication and Input
Action 3.1 - Positive Behavior Intervention and Supports (PBIS)
Action 3.2 - School Counseling Services
Action 3.3 - Social Emotional Learning

Our focus through our continuous improvement model is to increase proficiency in English Language Arts for our Students with Disabilities. Additionally, we will focus on improving our suspension rates for our Students with Disabilities by ensuring that students are engaged and supported not only during English Language Arts but during the entire school day. This will be supported by student positive behavior and a culture for learning.

There are many measures, as part of the aforementioned actions, that have been implemented or will be strengthened to increase ELA achievement and improve suspension rates for our Students with Disabilities. The Old Adobe Union School District has adopted a new ELA curriculum, Benchmark Advance/Adelante. This is a guaranteed core, research-based English Language Arts curriculum that is aligned to the Science of Reading. This curriculum provides a cohesive structure for the development of literacy skills and content knowledge. This is one tool to ensure that our Students with Disabilities make great progress in reading and writing skills. Instructional support is differentiated to provide access to grade level standards and content. As a part of the actions stated above, professional development opportunities will continue to be offered to teachers and support staff for curricular programs essential in teaching the Common Core State Standards specifically in literacy. This includes training in the Science of Reading and Orton-Gillingham, an evidence-based multisensory approach to phonics and reading instruction. O-G will continue to be fully implemented in all TK-6th grade classrooms and in RSP, SDC, and RtI classes. Additionally, we will continue to focus on our implementation of Professional Learning Communities. Guiding Coalition teacher leaders will continue to collaborate with colleagues to determine essential standards, unpack standards, and design common formative assessments. This, with the foundational work of establishing Professional Learning Communities will keep our focus on best first instruction, specialized instruction, and high academic expectations as a part of MTSS. These professional development opportunities paired with dedicated teacher collaboration time are the best tools in making sure that our teachers and support staff are able to meet the needs of all learners, specifically our Students with Disabilities, to reach grade level proficiency in English Language Arts.

Positive Behavior Intervention and Supports (PBIS) has been implemented, and we will deepen our work and commitment to our expectations, positive reinforcements, and Tier 1 and 2 supports and interventions for students, specifically our Students with Disabilities. This, as a part of our MTSS model, is critical. We will continue to provide training on the District's Positive Discipline Matrix and will work to provide consistency in use of this matrix. Additionally, our counseling program is designed to promote social skills, emotional well being, and to reinforce our PBIS work. Our social emotional curriculum, Second Step, will continue to be fully implemented in Tier 1 instruction for all students, specifically our Students with Disabilities. This program is incredibly valuable and effective in maintaining a safe climate on campus. Finally, we will continue to ensure that all staff are trained in restorative practices and implementing restorative circles to build community and restorative conferences to repair harm. We will strengthen our understanding and implementation of all of these effective practices, and we will keep focus on our Students with Disabilities.

We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes in these specific areas outlined above as a part of our differentiated assistance eligibility.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	The Youth Truth Student Survey was conducted in January 2024 to students in Grades 3-6. Many student leadership meetings, activities, and events were provided throughout the school year. Students had many opportunities to provide input and ideas for school programming and activities mostly related to student engagement.
LCAP Advisory	The process for engagement for LCAP Advisory is a series of four meetings to focus on review of school-wide data to inform and advise future school-wide actions and goals. Agendas included an overview of LCAP goals and funding sources, sharing and analyzing summative state assessment data and interim/benchmark assessments, exploring the state dashboard, and sharing and discussing results from the Youth Truth Parent/Family, Staff and Student surveys. Dates for LCAP Meetings: 12/5/2023, 2/6/2024, 4/2/2024, 5/22/2024
Parents/English Language Parent Advisory	Presentation of school-wide data, surveys and goals at PTA and ELAC meetings to inform and gather input for LCAP development specifically in the area of parent/family engagement. Feedback is provided in support of LCAP development. Dates for PTA Meetings: 12/12/2023, 2/09/2024, 04/02/2024, 05/14/2024

Educational Partner(s)	Process for Engagement
	Dates for ELAC Meetings: 12/13/2023, 2/10/2024, 5/15/2024 The Youth Truth Family Survey was conducted in January 2024.
Teachers	Whole staff certificated review during staff meeting of school-wide data for input into future actions and goals. Staff meetings were held on the first and third Wednesdays of each month beginning August 2023 through June 6, 2024. Collaborative grade level teams met during the 90 minute dedicated PLC time built into staff meetings to unwrap standards, analyze grade level data, develop SMART goals, plan lessons and write Common Formative Assessments. Additionally all teachers learned about the LCAP Development Process through the LCAP Presentation and were able to provide on-going input throughout the LCAP Development Process. Dates for Certificated Staff Meeting. Dates for Certificated Staff: 9/6/2023, 10/9/2023, 1/9/2024, 2/20/2024, 3/18/2024, 5/8/2024 The Youth Truth Staff Survey was conducted in January 2024.
Other School Personnel	School personnel participated in staff meetings analyzing school-wide data in development of future actions and goals. Site principals met with job-alike staff members in listening sessions. Additionally, a district-wide Youth Truth analysis and discussion session was conducted on 4/15/2024.
Principals and Administrators	These weekly meetings were strategically planned to cover key items at specific intervals throughout the LCAP process. Key items included analyzing summative state assessment data, interim/benchmark assessments, CA Dashboard, and the Youth Truth Survey. Additionally, information from site-based educational partner sessions was shared, and feedback was provided in the development of goals and actions for the new LCAP cycle.

Educational Partner(s)	Process for Engagement
Local Collective Bargaining Units	The Old Adobe Union Teachers Association (OATA) and California School Employees Association (CSEA) leadership met regularly with district leadership. On-going discussions were conducted on progress towards LCAP goals and input was provided throughout the LCAP Development Process.
SELPA	SELPA Reviewed the LCAP Draft. SELPA provided feedback in regards to students with disabilities.

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

Educational partners had the opportunity to review and engage with various data that informed our progress toward our LCAP goals. The summary of participants' responses indicate a strong emphasis on the need for targeted support for different student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. There is also a call for increased teacher support and resources, as well as a focus on creating a more inclusive and equitable learning environment.

Additional Input Includes the Following Categories:
1. Targeted Student Support:
Participants frequently mentioned the need for more targeted support for specific student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. They suggested strategies such as utilizing research-based curriculum and instructional strategies. They also suggested on-going professional development for certificated and classified staff members to address students' unique needs. The sentiment towards this category was generally positive, with participants recognizing the importance of these supports in promoting student success.

2. Teacher and Support Staff Support and Resources: Many participants expressed the need for resources and support for teachers. This included calls for meaningful professional development for both certificated and classified staff members. The perception of this category was overall positive with participants emphasizing the critical role of teachers and support staff in student success.

3. Parent/Family Engagement:
Participants suggested the need for parent education, engagement opportunities, and consistent communication with families. They believe that engaging parents and the community can support student success. The sentiment towards this category was generally positive, with participants recognizing the importance of the efforts already in place. Input included continuing the current actions in this area and increasing parent education opportunities. They also expressed the need to provide multiple opportunities for families to give input and feedback. Additionally, translation services must be provided.

4. School Safety and Culture:
Participants shared that the focus on school safety and emergency planning has been long overdue and meaningful. They believe that the engagement of all educational partners in this work has been effective, and they would like to see this work continue. Many participants

expressed the need for continued implementation of PBIS strategies and restorative practices. The sentiment towards this category was generally positive, with participants recognizing the importance of these efforts in promoting a positive learning environment.

As we went through this process, various actions were identified that will be continued into our new LCAP and LCAP cycle. Other actions were discontinued either by identifying that they were ineffective, no longer relevant or our data showed we had met the objective for the action. Additional actions have been added based on newly identified needs that are informed through data analysis.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure rigorous, equitable learning environments with a focus on the whole child via the highest quality instruction consistently utilizing district-adopted curriculum, monitoring student progress, and meeting the academic needs of all learners	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the goal of the Old Adobe Union School District, and therefore La Tercera Elementary School, to ensure that all students make adequate progress each school year in order to meet grade level proficiency. Therefore, this goal has been developed to provide our students, specifically, English Learners (EL), Foster Youth (FY), Homeless, Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD), and students with unique needs, with increased support and services in order for them to reach equitable outcomes.

La Tercera Elementary School will implement a robust Multi-tiered System of Supports (MTSS) to ensure students make academic growth and achieve at high levels. MTSS is an integrated, multi-tiered prevention and intervention comprehensive framework that focuses on Common Core State Standards, effective first instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. At the base of this framework is best first instruction for all students and universal Tier I supports.

When students are not making adequate academic progress with Tier I supports, then Tier II supports may be needed. Tier II supports are designed to reduce the intensity of and/or eliminate emerging challenges. These interventions are often continuously available and are often provided in a small group or targeted setting. For students that are in need of more intensive services, Tier III strategies and programs are utilized. Within Tier III, supports include highly individualized and intensive interventions. To address these more intensive needs, these interventions often include a greater emphasis on assessment and a team-based approach.

Educational partners provided feedback through the LCAP development process. Partners indicated a desire to continue to provide support and services to improve student outcomes and close proficiency gaps among our subgroups. Regular analysis of multiple data sources, including State, District, and classroom assessments, universal screeners and Response to Intervention assessments, helps collaborative teams identify students requiring extra support and enables teams to make purposeful, targeted action plans to address the needs. Through regular monitoring and meeting in collaborative teams, teams continually adjust interventions and student tiered support as needed on an

individualized basis. In addition, at the District level, supports and services are monitored and assigned to the school sites in response to the student needs.

Ongoing professional learning is essential in supporting staff with the most effective and efficient teaching strategies to meet student needs. Professional learning is offered throughout the school year in a variety of settings and mediums in order to best serve our staff.

We plan to improve student achievement through the actions and services below and will measure progress toward our goal using the identified metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	DIBELS End of Year Composite, average of Grades K-2 scoring at or above grade level proficiency	2024 DIBELS/IDEL End of Year Composite, average Grades K-2 scoring at or above grade level proficiency 60.33%			3% average increase with a target of 70% proficiency in year 3.	
1.2	STAR Reading End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency	2024 STAR Reading End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency is 66.2%			3% average increase with a target of 75% proficiency in year 3.	
1.3	STAR Math End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency	2024 STAR Math End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency is 66.4%.			3% average increase with a target of 75% proficiency in year 3.	
1.4	CAASPP ELA, percentage of students	2023 CAASPP ELA, percentage of students			5% average increase with a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in Grades 3-6 at or above proficiency	in Grades 3-6 at or above proficiency was 30.35% All Students - 32.3 pts. below standard English Learners - 70.7 pts. below standard White - 18.3 pts. below standard Hispanic - 53.6 pts. below standard Socioeconomically Disadvantaged - 43.5 pts. below standard			target of 55% at or above proficiency in year 3.	
1.5	CAASPP Math, percentage of students in Grades 3-6 at or above proficiency	2023 CAASPP Math, percentage of students in Grades 3-6 at or above proficiency was 29.85% All Students - 37.8 pts. below standard English Learners - 74.1 pts. below standard White - 27.2 pts. below standard Hispanic - 55.1 pts. below standard Socioeconomically Disadvantaged - 50.9 pts. below standard			5% average increase with a target of 55% at or above proficiency in year 3.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP ELA, percentage of Students with Disabilities in Grades 3-6 at or above proficiency	2023 CAASPP ELA, percentage of Students with Disabilities in Grades 3-6 at or above proficiency is `14.85%			5% average increase with a target of 30% at or above proficiency in year 3.	
1.7	EL Progress	According to the 2023 Dashboard for EL Students making progress towards English Proficiency: 59.63%.			3% average increase with a target of 70% proficiency in year 3.	
1.8	Reclassification (RFEP) Data	In the 2023-2024 school year, 16% of EL's were RFEP'ed.			5% average increase with a target of 31% of EL's RFEP'ed	
1.9	Williams Act and Common Core Curriculum data: Access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials	All students have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)			All students will continue to have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act)	
1.10	100% teachers appropriately assigned	100% teachers appropriately assigned (2023/2024)			Maintain 100% teachers appropriate assigned	
1.11	Implementation of State Standards	2023-2024 Full implementation in using instructional materials that are aligned to the State Standards in ELA,			Maintain full implementation of state standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELD, NGSS and mathematics				
1.12	EL Access to CA Standards including ELD Standards	100% of ELs with access to CA Content Standards			Maintain 100% access	
1.13	Access to/Enrollment in a Broad Course of Study	100% of students enrolled in ELA, math, social science, VAPA, health, and PE			Maintain 100% access	
1.14	Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional needs through expanded learning opportunities	20.13% of students participating in expanded school learning programs - after school programming (313 - total number of students at school) 27 low-income students 16 ELs students 5 SWD students			3% average increase with a target of 30% of students participating in expanded school learning programs	
1.15	California Science Test (CAST), percentage of students in Grade 5 at or above proficiency	California Science Test (CAST), percentage of students in Grade 5 at or above proficiency - 22%			3% annual increase	

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	Multi Tiered System of Supports - Tier I Academic	Provide high-quality, best first instruction through standards-aligned lessons, strategies and interventions to support a variety of learners including EL, SED, FY, and Homeless students. Professional Learning Communities (PLC) Collaborative Teams will meet regularly to analyze student outcomes, share lessons, and plan for Tier I and Tier II instruction and support.	$24,356.00	Yes
1.2	Multi Tiered System of Supports - Tier 2 Academic/Intervention	Implement a multi-tiered system of support for intervention in ELA and mathematics for all grade levels with a focus on serving underrepresented subgroups including EL, SED, Foster Youth, and Homeless students.	$198,310.00	Yes
1.3	Professional Learning	Provide professional learning for both certificated and classified staff to support teaching practices and student outcomes for all learners. Professional learning will be provided through a variety of learning opportunities and will focus on supporting our students TK-6 and will be aligned with both District academic and social-emotional goals. Teachers on Special Assignment will support staff with the implementation of best practices, supporting the implementation of district-approved instructional materials, Positive Behavior Interventions and Support, Professional	$186,513.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Communities, and grade level/content specific needs and District focus areas as noted above.		
1.4	Core Essential Programming	Provide core essential programs and services to meet the diverse needs of our students in ensuring the focus on educating the whole child.	$55,403.00	No
1.5	Multi Tiered System of Supports - Students with Disabilities	Provide high-quality, best first instruction in English Language Arts through standards-aligned lessons, strategies, interventions, and supports for Students with Disabilities. This action supports our Differentiated Assistance (DA) Plan for the performance of Students with Disabilities (SWD).	$0.00	No
1.6	Multi Tiered System of Supports - English Language Learners	Provide high-quality, targeted instruction including integrated and designated English Language Development lessons for students whose home language differs from Standard Academic English.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a welcoming, inclusive, and positive community culture, develop trust, and build relationships through regular communication and collaboration with our school community and educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

To support student success, it is crucial to engage families as partners through regular outreach efforts. After reviewing data from various sources, including the Youth Truth Parent Survey, and through the LCAP development process, we have gained insight into how we can foster meaningful family participation.

La Tercera Elementary School will focus on the following critical strands of family involvement/engagement: increasing two-way communication and information-sharing, increasing opportunities for family input and voice in various modalities, and providing many, diverse opportunities for family participation and engagement with the school. We will work to create a culture of respect and care that supports positive relationships and two-way communication among all educational partners. We will work to offer parent/family education with an emphasis on helping parents understand the ways they can participate in and support their child's educational journey. We will continue to provide culturally-appropriate and linguistically-accessible support and resources to families. With these strategies in place, we will be equipped to gather input from families and to encourage their participation and input into school site strategies aimed at improving academic achievement and promoting the social-emotional and physical well-being of all students.

The goal of implementing student-centered programs, services and supports that foster thriving and meaningful parent, family, and community engagement is a priority and will remain the same. We plan to improve family engagement through the actions and services below and will measure progress toward our goal using the identified metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Family Survey	2024 Youth Truth Family Survey			3% annual increase with a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Communication and Feedback - I receive information about what my child should learn and be able to do. (percent positive)	Communication and Feedback - I receive information about what my child should learn and be able to do. 75% percent positive.			target of 85% in Year 3	
2.2	Youth Truth Staff Survey Relationships - I feel comfortable speaking honestly to families about their child's progress. (percent positive)	2024 Youth Truth Staff Survey Relationships - I feel comfortable speaking honestly to families about their child's progress. 90% percent positive			Maintain the baseline of percent positive.	
2.3	Youth Truth Family Survey - I feel empowered to play a meaningful role in decision-making at my school. (percent positive)	50% of parents/guardians of all students feel empowered to play a meaningful role in decision-making at school 83% of parents/guardians of English Language Learners feel empowered to play a meaningful role in decision-making at school 9% of parents/guardians of Students with Disabilities feel empowered to play a			Increase the baseline of percent positive of all students by 3% annually. Maintain the baseline of percent positive for EL Learners. Increase the baseline of percent positive of Students with Disabilities by 5% annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meaningful role in decision-making at school				
2.4	Youth Truth Staff Survey - My school is cooperative and team-oriented. (percent positive)	2024 Youth Truth Staff Survey Relationships - My school is cooperative and team-oriented. 72% positive			3% annual increase with a target of 81% in Year 3	

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	Engagement Opportunities	Provide school engagement opportunities for families. Engagement opportunities may include but are not limited to: Back-to-School Night, Parent Conferences, Parent Education Events, Local Control Accountability Plan Advisory, PTA/PTO engagement opportunities, SST meetings, Individual Education Plan meetings, 504 meetings, English Language Advisory Committee, District Advisory Committee, District English Language Advisory Committee, and various family engagement events.	$5,855.00	No
2.2	Communication and Input	As outlined in the District Communication Plan, staff will use a variety of ways to communicate with our families and community both formally and informally. In addition, multiple opportunities will be provided to families to give input and feedback. Translation services are utilized to ensure language barriers do not impede communication or input capabilities with our families.	$500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To foster the social-emotional learning and well-being of every child by creating safe and inclusive environments that honor and celebrate the culture and uniqueness of every student with a focus on social-emotional well-being	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As stated in California's Social and Emotional Learning Guiding Principles, "To achieve the California Department of Education's mission and vision, our schools must support every child's unique journey to fulfill their potential by providing:

- an equitable, culturally responsive education,
- academic, social, and emotional learning, and
- safe, engaging, inclusive environment.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Importantly, we recognize that all learning is contextual and relationship-driven, and SEL can serve as a lever to enhance equity, build positive climate and culture, and to foster a sense of belonging among all community members.

Over the last several years, La Tercera has worked to expand our Multi-tiered System of Support (MTSS) to include robust supports and strategies for social-emotional learning, mental and physical health, positive behavior, and attendance/engagement. Our MTSS model includes programs and services such as the Positive Behavior Intervention and Supports (PBIS) system that has been implemented over the last several years. We have systems in place at all Tier levels to support a variety of student needs. In addition, to complement our PBIS system the use of the Second Step Curriculum has been introduced and implemented with success. Most recently, we have added professional learning and initial implementation of Restorative Practices to foster healthy relationships and promote positive discipline. In our school, Restorative Practices are multifaceted in nature. Restorative Practices include interventions when harm has happened, as well as practices that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community. The initial implementation of Restorative Practices has included community building, restorative circles, restorative conferences and other means of correction. School-based counseling and mental health services continue to be implemented to provide services to more students than ever.

Having reviewed multiple forms of data, including our Youth Truth student and family surveys, educational partner feedback from numerous meetings, school site data (referral numbers, COST team data, etc.), and the state priorities, we will move forward with providing support on various levels. It is important to continue this work to support high levels of student engagement and both mental and physical well-being. Having found success with our MTSS support the last several years, we will work to enhance, refine, and improve implementation as we

move forward. The continued actions and services listed below will provide the vehicle in which we can continue to serve students at high levels. The selected metrics below will provide insight into how the supports and services are affecting our students and their outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate - All Students	2023 17.7 of students are chronically absent. 29.3% of low-income 25% of English Learners 18.6% of Students with Disabilities			2% annual decrease with a target decrease of 11% in Year 3	
3.2	Suspension Rate - All Students	2023 4.4% of students were suspended. 8.9% of English Learners 6.4% of low-income 4.5% of Students with Disabilities			1% annual decrease with a target decrease of 1.4% in Year 3.	
3.3	Suspension Rate - Students with Disabilities	2023 4.5% suspended at least one day.			1% annual decrease with a target decrease of 1.5% in Year 3.	
3.4	Youth Truth Student Survey	2024 Youth Truth Student Survey			5% annual increase with a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Belonging - Do you feel like an important part of your school? (percent positive)	Belonging - Do you feel like an important part of your school? 24.4 percent positive			target of a 40% increase in Year 3	
3.5	Youth Truth Student Survey Belonging - Do you feel safe at school? (percent positive)	2024 Youth Truth Student Survey Belonging - Do you feel safe at school? 61% positive.			5% annual increase with a target of a 76% increase in Year 3	
3.6	Youth Truth Family Survey - School Safety - My child's learning environment is safe. (percent positive)	2024 Youth Truth Family Survey - School Safety - My child's learning environment is safe. 80% positive			3% annual decrease with a target decrease of 90% in Year 3	
3.7	Expulsion Rate - All Students	2024 0% of students were expelled			Maintain	
3.8	Attendance Rate - All Students	94.65% ADA 2024			Maintain	
3.9	Facilities in Good Repair	2024 100% of facilities are in good repair			Maintain	
3.10	Youth Truth Staff Survey - School Safety - I feel safe from harm while at my school. (percent positive)	2024 Youth Truth Staff Survey - School Safety - I feel safe from harm while at my school. 91% positive			Maintain	

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	Positive Behavior Intervention and Supports (PBIS)	The school will continue with full implementation of researched-based Positive Behavioral Interventions and Supports (PBIS). This action supports our Differentiated Assistance (DA) Plan and Compliance and Improvement Monitoring Process (CIM) Plan for the performance of Students with Disabilities (SWD).	$22,519.00	No
3.2	School Counseling Services	The school will provide access to counseling services and social skills development.	$188,935.00	Yes
3.3	Social Emotional Learning	The school will continue to implement the adopted Social Emotional Learning curriculum.	$505.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Attendance Supports and Services	The school will regularly monitor daily attendance in order to provide support and services proactively, mitigating chronic absenteeism and loss of instruction. The school will utilize the Attendance Tiered Intervention Plan and communicate regularly with parents, meeting as often as necessary to support positive school attendance and identify solutions to barriers they may face.	$0.00	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
$295,045	$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
7.723%	2.81%	$106,065.05	10.53%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Multi Tiered System of Supports - Tier I Academic **Need:** "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies	This action addresses the need by utilizing MTSS to monitor, evaluate and determine corrective action based on data, especially as it relates to students in need, especially our low-income students, English Leaders, and Foster Youth (if applicable). A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it is a research-based approach that provides a comprehensive framework for	CA Dashboard Data (ELA and Math)

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
	(LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Low-Income Students are performing lower than all students on the CA Dashboard English Language Arts: 43.5 points below standard compared to 32.3 points below standard Math: 50.9 points below standard compared to 37.8 points below standard English Learners are performing lower than all students on the CA Dashboard English Language Arts: 70.7 points below standard compared to 32.3 points below standard Math: 74.1 points below standard compared to 37.8 points below standard **Scope:** LEA-wide	identifying and addressing diverse needs through tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA Dashboard Data for low-income students, English Learners, and Foster Youth (if applicable), because the MTSS Framework is specifically designed to address these student groups' identified needs.	
1.2	**Action:** Multi Tiered System of Supports - Tier 2 Academic/Intervention **Need:**	This action addresses this need by providing targeted instruction to students who are not at grade level proficiency. Individualized and group intervention support is the most effective use of funds to meet the needs of our low-income and English Learners because it allows for targeted	CA Dashboard Data (ELA and Math)

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
	Our low-income and English Learners are scoring lower than "all students" in ELA and Math See data above in 1.1 **Scope:** LEA-wide	instruction based on each students' learning needs. By providing targeted support, students receive the scaffolding, skills, and instruction needed to make progress towards grade level proficiency. This action is provided on an LEA-wide basis to maximize impact in improving student outcomes and CA Dashboard Academic Indicators for all students. This action creates an opportunity to improve the outcomes and CA Dashboard Data for low-income, English Learners, and Foster Youth (if applicable).	
1.3	**Action:** Professional Learning **Need:** According to the CDE, "Professional learning allows educators to explore how their teaching and management strategies help students learn and thrive. Professional learning includes workshops and other more traditional types of professional development. But it goes further, engaging educators in ongoing self reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Through an intensive process of collaborative and job-embedded learning, educators can gain more than content knowledge or technical strategies—they can gain an improved understanding of their own teaching and learning and of the various ways	This action addresses this need by providing high quality professional learning opportunities for certificated and classified staff members to build their capacity and confidence in their work with students. High quality professional learning topics range from Common Core, curricula, instruction, assessment, and other topics. Additionally, specific training occurs in support of MTSS including PBIS, restorative practices, RtI and intervention/supports, and Professional Learning Communities. This action is provided on an LEA-wide basis to maximize impact in improving student outcomes and CA Dashboard Academic Indicators for all students. This action creates an opportunity to improve the outcomes and CA Dashboard Data for low-income, English Learners, and Foster Youth (if applicable).	CA Dashboard Data (ELA and Math) CA Dashboard Data (Suspension and Chronic Absenteeism)

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
	by which students learn. Through this effort, educators also come together as a community of self-developing practitioners." Our low-income and English Learners are scoring lower than "all students" in ELA and Math See data in 1.1 and 3.2 **Scope:** LEA-wide		
1.6	**Action:** Multi Tiered System of Supports - English Language Learners **Need:** "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." English Learners are performing lower than all students on the CA Dashboard	This action addresses the need by utilizing MTSS to monitor, evaluate and determine corrective action based on data, especially as it relates to students in need, especially our English Learners. A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it is a research-based approach that provides a comprehensive framework for identifying and addressing diverse needs through tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA Dashboard Data for English Learners because the MTSS Framework	CA Dashboard (ELA, Math, English Learner Progress)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Language Arts: 70.7 points below standard compared to 32.3 points below standard Math: 74.1 points below standard compared to 37.8 points below standard **Scope:** LEA-wide	is specifically designed to address these student groups' identified needs.	
2.2	**Action:** Communication and Input **Need:** English Learners are performing lower than all students on the CA Dashboard English Language Arts: 70.7 points below standard compared to 32.3 points below standard Math: 74.1 points below standard compared to 37.8 points below standard There continues to be a performance gap between our overall student group and English Learners. **Scope:** LEA-wide	Parent/Guardian translation and interpretation services provide access to information and communication regarding programs and academic outcomes for families that need support in a language other than English. Research and best practices indicate that increased involvement and engagement is related to improvements in academic outcomes for students and providing translation/interpretation services will increase the engagement of our English Learner families.	CA State Dashboard (ELA and Math) Youth Truth Family Survey
3.2	**Action:** School Counseling Services **Need:**	As a District and LCAP goal, we will foster the social-eotional learning and well-being of every child by creating safe and inclusive environments that honor and celebrate the culture and	CA Dashboard Data (Suspension and Chronic Absenteeism)

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
	Supporting the whole child is a priority in OAUSD. We will continue to implement a robust MTSS model at each school site and at the District level. As defined by CDE, "MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. As such, MTSS encompasses both RtI and PBIS, and systematically addresses support for all students. Because of the tiered level of support, staff have the ability to meet the needs of our unduplicated students, as many require interconnected support to be successful. Since MTSS is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system."

Suspension:
8.9% of English Learners compared to 4.4% of all students

6.4% of low-income compared to 4.4% of all students | uniqueness of every student with a focus on social-emotional well being.

As part of our MTSS framework, we will continue to focus on Positive Behavioral Intervention and Supports (PBIS) structures in our schools. This, along with school counseling services, supports the social, physical, and mental health needs of our low-income and English Learners. A healthy social-emotional well-being allows students to access learning and experience success in school.

Counseling services are specific to the needs of our low-income, English Learners, and Students with Disabilities; however, all students may be served thus this is provided on an LEA-wide basis. This action will not only improve CA Dashboard Data for low-income, English Learners, and Foster Youth (if applicable), but it will also improve CA Dashboard Data for all students. | |

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
	Chronic Absenteeism: 29.3% of low-income students were chronically absent compared to 17.7% of all students 25% of English Learners were chronically absent compared to 17.7% of all students **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

N/A

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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	$3,820,572	295,045	7.723%	2.08%	10.53%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$554,560.00	$67,636.00	$0.00	$60,700.00	$682,896.00	$543,995.00	$138,901.00

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	Multi Tiered System of Supports - Tier I Academic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$11,356.00	$13,000.00	$24,356.00	$0.00	$0.00	$0.00	$24,356.00	
1	1.2	Multi Tiered System of Supports - Tier 2 Academic/Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$198,310.00	$0.00	$147,644.00	$0.00	$0.00	$50,666.00	$198,310.00	
1	1.3	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$123,599.00	$62,914.00	$109,343.00	$67,136.00	$0.00	$10,034.00	$186,513.00	
1	1.4	Core Essential Programming	All	No			All Schools	2024-2027	$22,567.00	$32,836.00	$55,403.00	$0.00	$0.00	$0.00	$55,403.00	
1	1.5	Multi Tiered System of Supports - Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Multi Tiered System of Supports - English Language Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Engagement Opportunities	All	No			All Schools	2024-2027	$623.00	$5,232.00	$5,855.00	$0.00	$0.00	$0.00	$5,855.00	
2	2.2	Communication and Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$500.00	$0.00	$500.00	$0.00	$0.00	$500.00	
3	3.1	Positive Behavior Intervention and Supports (PBIS)	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$22,519.00	$22,519.00				$22,519.00	
3	3.2	School Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$187,540.00	$1,395.00	$188,935.00				$188,935.00	

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
						Low Income										
3	3.3	Social Emotional Learning	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$505.00	$505.00				$505.00	
3	3.4	Attendance Supports and Services	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	

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
$3,820,572	295,045	7.723%	2.81%	10.53%	$470,278.00	0.000%	12.309 %	**Total:**	$470,278.00
								LEA-wide Total:	$470,278.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi Tiered System of Supports - Tier I Academic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,356.00	
1	1.2	Multi Tiered System of Supports - Tier 2 Academic/Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,644.00	
1	1.3	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,343.00	
1	1.6	Multi Tiered System of Supports - English Language Learners	Yes	LEA-wide	English Learners	All Schools	$0.00	
2	2.2	Communication and Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	School Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,935.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,254,089.27	$19,874,557.98

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	Implement STAR benchmarks using the Renaissance Place Program	Yes	$32,036.00	$32,036.37
1	1.2	Continue Contract for Illuminate	No	$10,599.78	$10,478.38
1	1.3	Utilize Accelerated Reader using the Renaissance Place Program - cost included in 1.1	Yes	$0.00	$0.00
1	1.4	Access to IXL ELA	Yes	$28,675.00	$22,008.00
1	1.5	Provide a Response to Intervention Teacher at each school site	Yes	$670,483.51	$762,223.89
1	1.6	Highly Qualified special education teachers	No	$3,484,843.00	$4,558,736.00
1	1.7	Provide instructional materials	Yes	$51,973.00	$11,154.15
1	1.8	Highly Qualified general education teachers	No	$8,967,697.78	$10,200,575.58
1	1.9	Professional Development	Yes	$28,170.00	$48,533.65
1	1.10	Common Core Instructional Materials	No	$11,536.00	$6,042.50
1	1.11	Implement Curriculum Committee	No	$10,000.00	$6,141.50

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	Provide a Response to Intervention Teacher at each school site - cost included in 1.5	Yes	$0.00	$0.00
1	1.13	Certificated Stipends	No	$11,061.91	$38,971.50
1	1.14	Implement Technology Committee	No	$0.00	$0.00
1	1.15	Provide support for CCSS Technology Standards	Yes	$0.00	$0.00
1	1.16	Provide MobyMax	Yes	$0.00	$0.00
1	1.17	Classroom resources for professional development	No	$0.00	$0.00
1	1.18	Certificated subs for professional learning	Yes	$0.00	$0.00
1	1.19	Provide a Response to Intervention Teacher at each school site - cost included in 1.5	Yes	$0.00	$0.00
1	1.20	Write Tools professional development	Yes	$4,100.00	$11,400.00
1	1.21	Provide RTI instructional assistants at all sites	Yes	$234,397.39	$317,619.64
1	1.22	Provide ELA Professional Learning	No	$0.00	$24,032.24
1	1.23	Reading materials for Classroom Libraries	No	$0.00	$0.00
1	1.24	Instructional Assistants to support instruction at Old Adobe Elementary Charter	No	$0.00	$0.00

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	1.25	Provide staff development opportunities	No	$0.00	$0.00
1	1.26	Provide instructional assistants as part of the RtI Team - not implemented	Yes	$0.00	$0.00
1	1.27	Provide instructional materials for early literacy and intervention - cost included in 1.7	Yes	$0.00	$0.00
1	1.28	Provide Dual Immersion professional development	No	$0.00	$0.00
1	1.29	BCLAD and highly qualified teacher certification - cost included in 1.8	No	$0.00	$0.00
1	1.30	SPARK PE Instruction	No	$0.00	$0.00
1	1.31	Provide Instructional materials	No	$0.00	$0.00
1	1.32	Professional learning for ELA and ELD implementation - cost included in 1.9	Yes	$0.00	$0.00
1	1.33	Science Tech Support	No	$150,075.30	$149,378.71
1	1.34	Professional Learning for ELA and ELD implementation - cost included in 1.9	Yes	$0.00	$0.00
1	1.35	Instructional Assistants to support instruction at La Tercera - cost included in 1.21	Yes	$0.00	$0.00
1	1.36	Classified professional learning for classified staff	No	$6,576.17	$10,745.55
1	1.37	Provide Intervention teachers and aides - cost included in 1.5 and 1.21	Yes	$0.00	$0.00
1	1.38	Provide MTSS/ELD & Intervention Teachers - not implemented	Yes	$0.00	$0.00

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	1.39	Provide a Response to Intervention Teacher at each school site - cost included in 1.5	Yes	$0.00	$0.00
1	1.40	Instructional Materials & Curriculum - cost included in 1.31	No	$0.00	$0.00
1	1.41	Certificated RTI Staff - cost included in 1.5	Yes	$0.00	$0.00
1	1.42	VTS training for new teachers	No	$18,947.00	$10,481.26
1	1.43	Yoshimoto Orton-Gillingham Structured Literacy Training	No	$19,525.00	$20,921.67
1	1.44	Science Staff - cost included in 1.33	No	$0.00	$0.00
1	1.45	North Coast Teacher Induction	No	$74,612.00	$70,085.00
1	1.46	Classified RTI Staff - cost included in 1.21	Yes	$0.00	$0.00
1	1.47	Summer School	Yes	$372,703.00	$325,037.00
1	1.48	Rooster Fellowship	No	$0.00	$0.00
1	1.49	Tutoring	Yes	$11,062.00	$5,900.00
1	1.50	ELL Support/coaching	Yes	$0.00	$0.00
2	2.1	Implement family education evenings and community events	No	$0.00	$5,840.00

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)
2	2.2	School/family communication systems	No	$0.00	$0.00
2	2.3	Parent Surveys	No	$0.00	$2,500.00
2	2.4	Strengthen communication to families with English learners - cost included in 2.9	Yes	$0.00	$0.00
2	2.5	Provide multiple ways to communicate to families of low income students.	Yes	$0.00	$0.00
2	2.6	Attendance tracking system	No	$0.00	$0.00
2	2.7	Parent involvement strategies	No	$0.00	$0.00
2	2.8	Family education nights	Yes	$0.00	$0.00
2	2.9	Provide translation and childcare	Yes	$18,657.14	$25,00.00
2	2.10	Counseling Services - cost included in 4.1	No	$0.00	$0.00
2	2.11	Enhanced communications	No	$0.00	$0.00
2	2.12	Parent Education workshops -not implemented	Yes	$0.00	$0.00
2	2.13	Implement ELAC/DELAC committees	Yes	$0.00	$0.00
2	2.14	Town Hall meetings	No	$0.00	$0.00
2	2.15	MTSS/PBIS Family Education	No	$0.00	$0.00

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)
2	2.16	Provide SoMo University	No	$0.00	$0.00
2	2.17	Interactive parent workshops	No	$0.00	$0.00
2	2.18	Parent education/involvement evenings	No	$0.00	$0.00
2	2.19	Implement School Smarts and PTA Council	No	$0.00	$0.00
2	2.20	Increase Bilingual Communication Support	Yes	$10,050.19	$7,914.99
2	2.21	Translation - cost included in 2.9	Yes	$0.00	$0.00
2	2.22	Provide multiple ways to communicate to families of low income students	Yes	$0.00	$0.00
3	3.1	Provide music enrichment	No	$349,249.00	$459,291.00
3	3.2	School Library Program	Yes	$288,901.00	$299,767.00
3	3.3	Equity Professional Learning	No	$0.00	$0.00
3	3.4	Band Program	No	$0.00	$0.00
3	3.5	Resources and Materials for PD - cost included in 1.9	Yes	$0.00	$0.00
3	3.6	Provide student Identification process and scaffolds	Yes	$0.00	$0.00

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)
3	3.7	Targeted Small Group instructional support - cost included in 1.5	Yes	$0.00	$0.00
3	3.8	Integrated science instruction	No	$99,458.52	$111,933.70
3	3.9	After school tutoring program - cost included in 1.49	Yes	$0.00	$0.00
3	3.10	Fine arts charter focus, including TK-6 music	No	$113,152.10	$58,972.00
3	3.11	Comprehensive physical education program	No	$175,528.00	$312,296.00
3	3.12	Summer Bridge School library program - cost included in 1.47	No	$0.00	$0.00
3	3.13	Music enrichment	No	$0.00	$0.00
3	3.14	On-going professional development - did not implement	Yes	$0.00	$0.00
3	3.15	Provide student identification process and scaffolds	Yes	$0.00	$0.00
3	3.16	Science and garden program - cost included in 1.33	No	$0.00	$0.00
3	3.17	Provide Choir, Band and Music	No	$0.00	$0.00
3	3.19	Before and after school tutoring - cost included in 1.49	Yes	$0.00	$0.00
3	3.20	Support student SEL/Connection	No	$0.00	$0.00
3	3.21	Counseling Services - cost included in 4.1	Yes	$0.00	$0.00

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)
3	3.22	Provide Toolbox - cost included in 3.20	No	$0.00	$0.00
3	3.23	Provide Girls on the Run	No	$0.00	$2,888.00
3	3.24	Provide RTI instructional assistants - cost included in 1.21	Yes	$0.00	$0.00
3	3.25	Provide arts instruction	No	$43,668.00	$0.00
3	3.26	Counseling services for students and families at Miwok Valley and La Tercera - cost included in 2.10	Yes	$0.00	$0.00
3	3.27	Instructional assistant Support - cost included in 1.21	Yes	$0.00	$0.00
3	3.28	Professional development to RFEP students	Yes	$0.00	$0.00
3	3.29	PBIS program - cost included in 1.7	Yes	$0.00	$0.00
3	3.30	Science Coordinator - cost included in 1.33	No	$0.00	$0.00
3	3.31	Site Emergency/Disaster Preparedness	No	$0.00	$7,022.63
4	4.1	Provide counseling services	Yes	$630,723.00	$597,098.00
4	4.2	Provide social-emotional education and character development	No	$0.00	$0.00
4	4.3	Custodial Services	No	$929,763.00	$1,016,654.00

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)
4	4.4	Campus supervision	No	$395,865.48	$347,378.07
4	4.5	Mentor program	No	$0.00	$0.00
4	4.6	Literacy Strategies	No	$0.00	$0.00
4	4.7	School climate assemblies and awards	No	$0.00	$0.00
4	4.8	Anti-bullying and character education supports	No	$0.00	$0.00
4	4.10	Support Student SEL/Connection - cost included in 3.2	No	$0.00	$0.00
4	4.11	Provide adult mentors	Yes	$0.00	$0.00
4	4.12	Additional counseling services - cost included in 2.10	Yes	$0.00	$0.00

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)
$1,485,158	$1,815,768.99	$1,848,645.50	($32,876.51)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implement STAR benchmarks using the Renaissance Place Program	Yes	$32,036.00	$32,036.00		
1	1.3	Utilize Accelerated Reader using the Renaissance Place Program - cost included in 1.1	Yes	$0.00	$0.00		
1	1.4	Access to IXL ELA	Yes	$28,675.00	$22,008.00		
1	1.5	Provide a Response to Intervention Teacher at each school site	Yes	$567,060.09	$646,809.11		
1	1.7	Provide instructional materials	Yes	$51,973.00	$11,154.15		
1	1.9	Professional Development	Yes	$28,170.00	$48,533.65		
1	1.12	Provide a Response to Intervention Teacher at each school site - cost included in 1.5	Yes	$0.00	$0.00		
1	1.15	Provide support for CCSS Technology Standards	Yes	$0.00	$0.00		
1	1.16	Provide MobyMax	Yes	$0.00	$0.00		
1	1.18	Certificated subs for professional learning	Yes	$0.00	$0.00		
1	1.19	Provide a Response to Intervention Teacher at each	Yes	$0.00	$0.00		

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)
		school site - cost included in 1.5					
1	1.20	Write Tools professional development	Yes	$4,100.00	$0.00		
1	1.21	Provide RTI instructional assistants at all sites	Yes	$166,247.57	$242,687.60		
1	1.26	Provide instructional assistants as part of the RtI Team - not implemented	Yes	$0.00	$0.00		
1	1.27	Provide instructional materials for early literacy and intervention - cost included in 1.7	Yes	$0.00	$0.00		
1	1.32	Professional learning for ELA and ELD implementation - cost included in 1.9	Yes	$0.00	$0.00		
1	1.34	Professional Learning for ELA and ELD implementation - cost included in 1.9	Yes	$0.00	$0.00		
1	1.35	Instructional Assistants to support instruction at La Tercera - cost included in 1.21	Yes	$0.00	$0.00		
1	1.37	Provide Intervention teachers and aides - cost included in 1.5 and 1.21	Yes	$0.00	$0.00		
1	1.38	Provide MTSS/ELD & Intervention Teachers - not implemented	Yes	$0.00	$0.00		
1	1.39	Provide a Response to Intervention Teacher at each school site - cost included in 1.5	Yes	$0.00	$0.00		
1	1.41	Certificated RTI Staff - cost included in 1.5	Yes	$0.00	$0.00		
1	1.46	Classified RTI Staff - cost included in 1.21	Yes	$0.00	$0.00		
1	1.47	Summer School	Yes	$0.00	$49,283.00		

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	1.49	Tutoring	Yes	$9,833.00	$4,299.00		
1	1.50	ELL Support/coaching	Yes	$0.00	$0.00		
2	2.4	Strengthen communication to families with English learners - cost included in 2.9	Yes	$0.00	$0.00		
2	2.5	Provide multiple ways to communicate to families of low income students.	Yes	$0.00	$0.00		
2	2.8	Family education nights	Yes	$0.00	$0.00		
2	2.9	Provide translation and childcare	Yes	$18,657.14	$25,000.00		
2	2.12	Parent Education workshops - not implemented	Yes	$0.00	$0.00		
2	2.13	Implement ELAC/DELAC committees	Yes	$0.00	$0.00		
2	2.20	Increase Bilingual Communication Support	Yes	$10,050.19	$7,914.99		
2	2.21	Translation - cost included in 2.9	Yes	$0.00	$0.00		
2	2.22	Provide multiple ways to communicate to families of low income students	Yes	$0.00	$0.00		
3	3.2	School Library Program	Yes	$287,049.00	$289,759		
3	3.5	Resources and Materials for PD - cost included in 1.9	Yes	$0.00	$0.00		
3	3.6	Provide student Identification process and scaffolds	Yes	$0.00	$0.00		
3	3.7	Targeted Small Group instructional support - cost included in 1.5	Yes	$0.00	$0.00		
3	3.9	After school tutoring program - cost included in 1.49	Yes	$0.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.14	On-going professional development - did not implement	Yes	$0.00	$0.00		
3	3.15	Provide student identification process and scaffolds	Yes	$0.00	$0.00		
3	3.19	Before and after school tutoring - cost included in 1.49	Yes	$0.00	$0.00		
3	3.21	Counseling Services - cost included in 4.1	Yes	$0.00	$0.00		
3	3.24	Provide RTI instructional assistants - cost included in 1.21	Yes	$0.00	$0.00		
3	3.26	Counseling services for students and families at Miwok Valley and La Tercera - cost included in 2.10	Yes	$0.00	$0.00		
3	3.27	Instructional assistant Support - cost included in 1.21	Yes	$0.00	$0.00		
3	3.28	Professional development to RFEP students	Yes	$0.00	$0.00		
3	3.29	PBIS program - cost included in 1.7	Yes	$0.00	$0.00		
4	4.1	Provide counseling services	Yes	$611,918.00	$469,161.00		
4	4.11	Provide adult mentors	Yes	$0.00	$0.00		
4	4.12	Additional counseling services - cost included in 2.10	Yes	$0.00	$0.00		

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)
$18,981,022	$1,485,158	0%	7.824%	$1,848,645.50	0.000%	9.739%	$0.00	0.000%

	23/24 LCFF Carryover Breakdown by Site					24/25 LCFF Breakdown by Site			
	Base Grant FY 2024	S&C FY24	Carryover FY24	Improved Services FY24	Carry over Balance FY24	Base Grant FY25	S&C FY25	Improved Services FY25	Impoved Services CY+ PY FY25
LT	$ 3,771,441.00	$ 298,133.00	$ 106,065.05	7.91%	2.81%	$ 3,820,572.00	$ 295,045.00	7.72%	10.53%
LV	$ 4,710,014.00	$ 473,683.00	$ 43,985.25	10.06%	0.93%	$ 4,909,257.00	$ 485,836.00	9.90%	10.83%
OA	$ 2,938,950.00	$ 140,333.00	$ -	4.77%	0.00%	$ 2,904,574.00	$ 147,682.00	5.08%	5.08%
MV	$ 2,964,457.00	$ 435,869.00	$ 44,474.96	14.70%	1.50%	$ 2,867,853.00	$ 426,712.00	14.88%	16.38%
SM	$ 4,596,160.00	$ 137,140.00	$ -	2.98%	0.00%	$ 4,507,771.00	$ 136,036.00	3.02%	3.02%
TOTAL	$ 18,981,022.00	$ 1,485,158.00	$ 194,525.26	7.82%	1.02%	$ 19,010,027.00	$ 1,491,311.00	7.84%	8.87%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

  o 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:

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

  o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

- o 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.

- o 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.

- o 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.

  - o **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:

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

  - o Professional development for teachers.

  - o 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:

    o 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.

    o 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.

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

o   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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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