

Local Control and Accountability Plan 2025-26

Including:

- * 2025-26 LCFF Budget Overview for Parents**
- * 2024-25 LCAP Annual Update**
- * Local Performance Indicator Self-Reflection**

Orchard View School (District 53- Fund 09)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard View School

CDS Code: 49709614930319

School Year: 2025-26

LEA contact information:

Maura DuVall

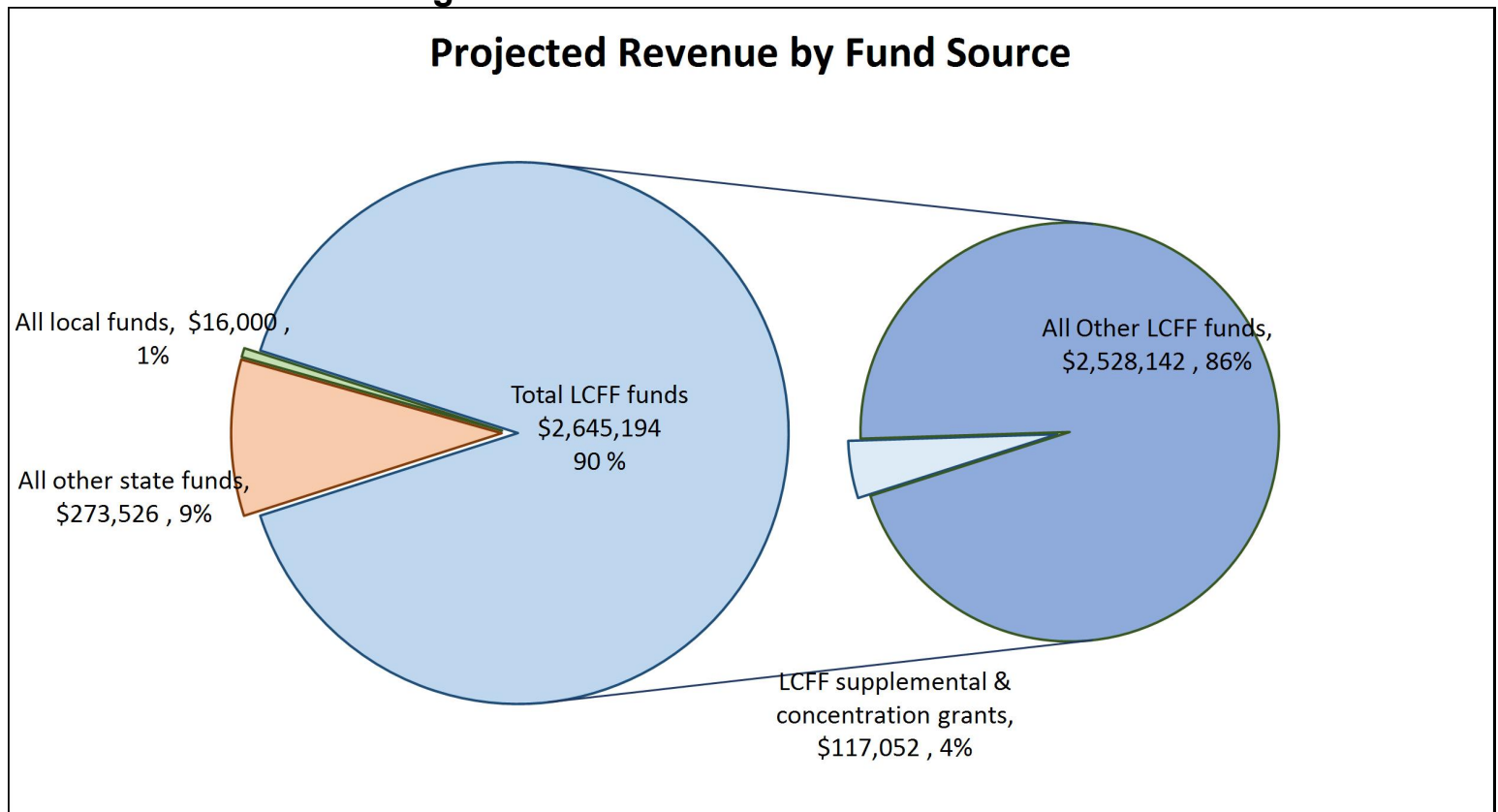
Director

mduvall@twinhillsusd.org

7078234709

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

Budget Overview for the 2025-26 School Year

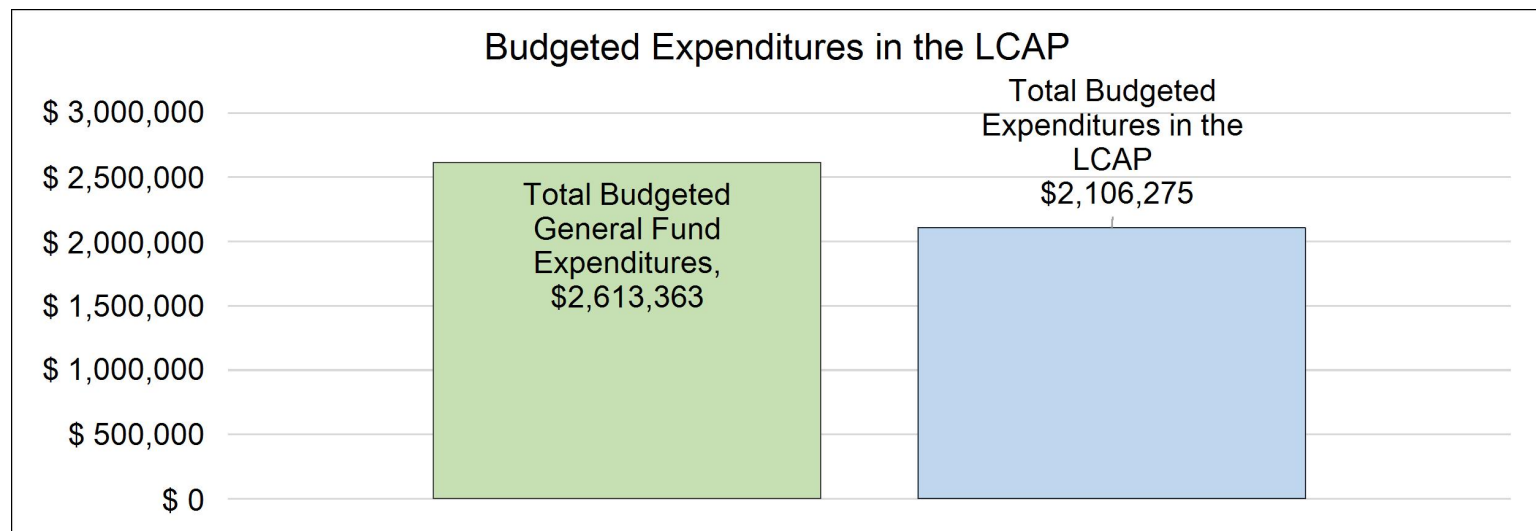


This chart shows the total general purpose revenue Orchard View School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard View School is \$2,934,720, of which \$2,645,194 is Local Control Funding Formula (LCFF), \$273,526 is other state funds, \$16,000 is local funds, and \$ is federal funds. Of the \$2,645,194 in LCFF Funds, \$117,052 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orchard View School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Orchard View School plans to spend \$2,613,363 for the 2025-26 school year. Of that amount, \$2,106,275 is tied to actions/services in the LCAP and \$507,088 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

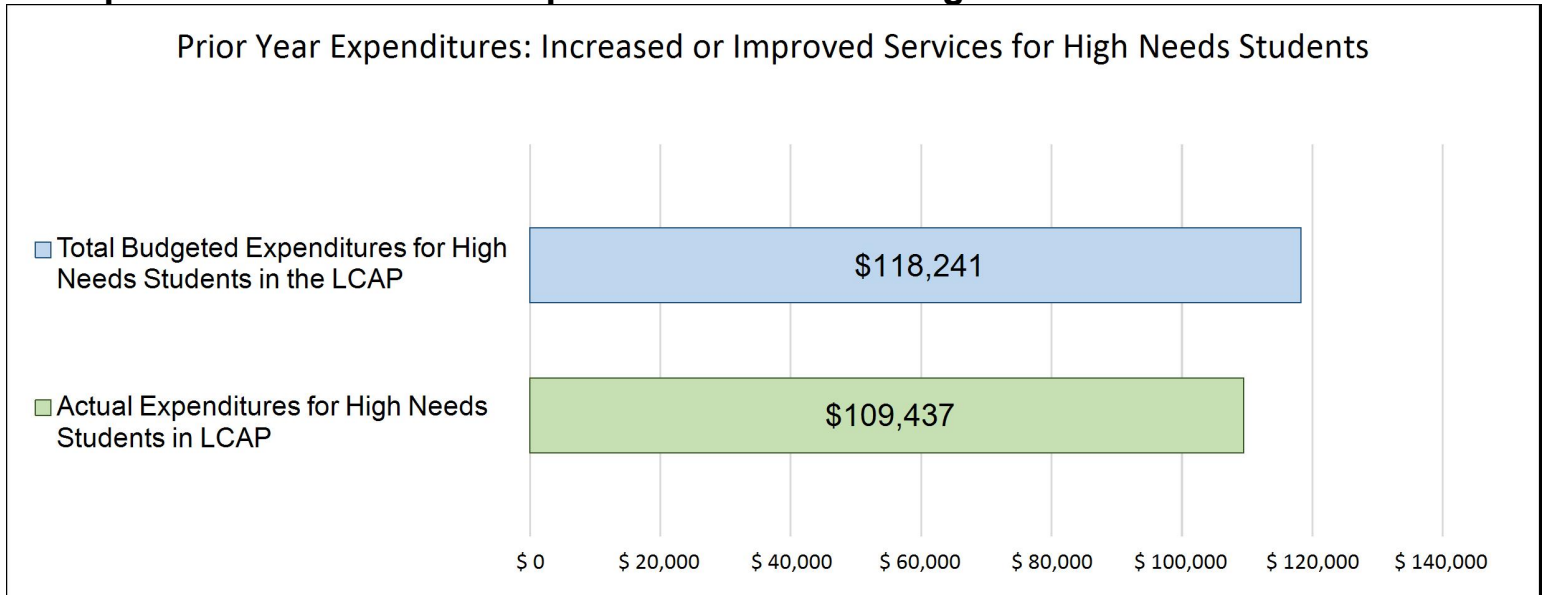
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Orchard View School is projecting it will receive \$117,052 based on the enrollment of foster youth, English learner, and low-income students. Orchard View School must describe how it intends to increase or improve services for high needs students in the LCAP. Orchard View School plans to spend \$117,052 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Orchard View School's LCAP budgeted \$118,241 for planned actions to increase or improve services for high needs students. Orchard View School actually spent \$109,437 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$8,804 had the following impact on Orchard View School's ability to increase or improve services for high needs students:

The cost of the actual expenditures to increase services for high needs students was actually lower than projected and the difference did not impact the planned actions to increase these services because the services will still be provided, but just at a lower cost to the school.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

Student Demographics and Characteristics:
Total Enrollment: 228 students across grades K-12.
Ethnic Distribution:
American Indian or Alaska Native: 0.9%
Asian: 2.2%
Hispanic or Latino: 21.9%
White: 68.0%
Two or More Races: 7.0%
Socioeconomic Status: 16.2% of students are socioeconomically disadvantaged.

English Learners: 0%
Students with Disabilities: 6.9%
Parental Education: 64% of parents have a college degree or higher, based on data provided at the time of student enrollment.

Orchard View School is dedicated to providing a flexible and personalized education that meets the unique needs of each student. By combining independent study with a wide array of on-campus core and enrichment opportunities, OVS fosters an environment where students can thrive academically and personally. The school's commitment to individualized learning plans and regular teacher-student-parent collaboration ensures that every student receives the support they need to achieve their educational goals.

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Our District has unexpended LREBG funds. Our LREBG funded action is found in Goal 1 Action 12: Counseling Services

Goal 1 Action 12: Counseling Services
This action utilizes \$13,088 in LREBG Funds. Counseling is an evidence-based practice to support academic learning recovery and student social and emotional well-being. This action is listed under category "(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, **counseling**, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics that will be used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2024 CA DASHBOARD

SUCSESSES based on 2024 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

- Chronic Absenteeism Rate (Blue)
- Suspension Rate (Blue)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:

- Socioeconomically Disadvantaged (Suspension Rate, Blue)
- Hispanic (Suspension Rate, Blue)
- White (Suspension Rate, Blue; Chronic Absenteeism, Blue)

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on 2024 CA Dashboard and Local Data:

Overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for “all students”

- There were no overall indicators where the School/LEA received the lowest performance level ('red') on the 2024 Dashboard for “all students”

Student groups within the School/LEA that received the lowest performance level ('red') on one or more state indicators on the 2024 Dashboard:

- There were no student groups that received the lowest performance level ('red') on the 2024 Dashboard for “all students”

References

<https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2024&cdcode=&scode=4930319&reporttype=sgroups>

ADDRESSING THE NEED

Orchard View just finished an intensive WASC Accreditation Process. Throughout this process the visiting committee concurred with the priorities we established in our LCAP and emphasized the following areas:

- Strengthening College and Career Readiness Supports
- Increasing Academic Rigor and Student Opportunities
- Improving Transparent Communication with the District Around Resources and Planning

The following are priority areas from 2023-2024

- Enhance Science Curriculum: Invest in professional development for science teachers and incorporate more hands-on and inquiry-based learning opportunities.
- Expand CTE Pathways: Strengthen partnerships with local colleges and businesses to provide more career technical education opportunities.
- Increase Student Engagement: Develop more inclusive and varied extracurricular programs to engage a broader range of student interests.
- Boost Mental Health Resources: Increase the availability of counseling services and mental health support for students.
- Close Achievement Gaps: Implement targeted interventions and support systems to address and reduce achievement disparities among student subgroups.
- By taking these steps, Orchard View School will continue to improve and provide a high-quality education that meets the diverse needs of our student population.

REQUIRED ACTIONS

The State of California requires the following actions to be included in a district LCAP:

- Students with Disabilities Required Action is found under action 1.3 Special Education Support
- LREBG Action: 1.12 Counselor (if additional funds are provided)
- English Learners and Long-Term English Learners Required Action N/A for our school/LEA (we only have less than 15 English Learners)
- Technical Assistant Required Actions: N/A for our district
- Equity Multiplier: N/A for our district
- 2023 CA Dashboard Required Actions: N/A for our LEA (no red indicators)
- 2024 CA Dashboard Required Actions: N/A for our LEA (no red indicators)

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data:

Overall indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for “all students”

- There were no overall indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for “all students”

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:

- There were no student groups that received the lowest performance level ('red") on the 2024 Dashboard for “all students”

References

-<https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2023&cdcode=&scode=4930319>

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Other school personnel, Local bargaining units of the LEA	Meetings: Regular meetings and were held to gather input from teachers. These sessions focused on identifying challenges, opportunities, and priorities from the educators' perspectives. Surveys: Surveys were distributed to all staff to collect detailed feedback on specific aspects of the educational programs and initiatives.
Principals/ Administrators	Strategic Planning Sessions: Principals and administrators participated in strategic planning sessions where they could share their insights on school operations and instructional leadership.
Parents/Family/Parent Advisory Committee/ Schoolsite Councils / School Plans	Advisory: Regular meetings with the OVS Advisory Board provided a platform for parents to voice their opinions and suggestions. Surveys: Parent surveys were utilized to gather quantitative and qualitative data on parental expectations and satisfaction. Individual Consultations: One-on-one consultations were conducted with a variety of parents to delve deeper into specific areas of concern or innovation.
Students	Student Council: Student council provided a direct line to student concerns and aspirations. Student Surveys: Comprehensive surveys were administered to students across different grade levels to capture their experiences and suggestions for improvement.

Educational Partner(s)	Process for Engagement
Community (Public Notification)	<p>Types of Engagement: Public Notification (through SCOE June 2025)</p> <p>Process for Engagement: The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed).</p> <p>Influence: No changes were requested</p>
Governing Board/Community (Public Hearing)	<p>Public Hearing</p> <p>Process for Engagement: The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)</p> <p>Influence: No changes were requested.</p>
Governing Board (Adoption: Public Meeting)	<p>Board Meeting</p> <p>Process for Engagement: The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.</p> <p>Influence: No changes were requested.</p>

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions.

In response to the exceptional work on the WASC Report and the recommendations from the WASC Visiting Committee, the following actions have been incorporated into the LCAP.

-1.2 Academic Support: "Expand intervention strategies; provide focused, specific professional development for teachers in independent study setting; and update curriculum. (WASC Action)"

-1.5 Enrichment Courses "Increasing Academic Rigor and Student Opportunities (WASC Visiting Committee Recommendation)"

- Action 2.1 "Behavior Guidelines" was changed to 2.1 "Safety and Connectedness"
- 2.1 Safety and Connectedness Introduce more SEL programs, increase student participation in clubs and events, and focus on building a welcoming school climate. (WASC Action)
- 2.1 Safety and Connectedness Strengthen mental health outreach and monitor the effectiveness of programs through surveys and data analysis. (WASC Action)
- 2.3 "Stakeholder Involvement" was changed to "Educational Partner Engagement"
- 2.7 "Physical Environment: Explore options for additional meeting space, field use, and seating options. (WASC Action)" was added
- 3.1 College and Career Counseling. Added "Integrate career exploration into the K-12 curriculum (WASC Action)" and "Strengthening College and Career Readiness Supports (WASC Visiting Committee Recommendation)"

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Proficiency Rates on State Assessments ELA CAASPP Proficiency Math CAASPP Proficiency	2022-2023 ELA 63% Math 38%	2023-24 ELA 63% Math 44%		Increase by 2-3% each year or maintain 65%+	ELA: Maintain 63% Math: Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Highly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified during the 2024-25 school year.		Maintain 100% of teachers are highly qualified	Maintained 100%
1.3	Teacher Participation in Professional Development	60% of teachers participated in professional development related to state standards and effective instructional strategies in the previous school year.	85% of teachers participated in two Professional Development trainings.		70% of teachers participate in professional development related to state standards and effective instructional strategies.	Increased 25%
1.4	Curriculum Units Aligned with State Standards	85% of curriculum units are currently aligned with Common Core State Standards and other relevant state standards	100% of curriculum units are currently aligned with Common Core State Standards and other relevant state standards		100% of curriculum units are aligned with Common Core State Standards and other relevant state standards	Increased 15%
1.5	Academic Support and Intervention Effectiveness	40% of students identified as needing additional academic support received targeted interventions	75% of students identified as needing additional academic support received targeted interventions.		50% of students identified as needing additional academic support receive targeted interventions	Increased 35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Completion Rate of A-G Course Requirements	Class of 2023 40% of graduating students met A-G requirements	Class 2024 19% of the Class of 2024 met A-G requirements		50% of graduating students met A-G requirements	Decreased 21%
1.7	Pupil Engagement	100% of students will have access to a broad course of study.	100%		Maintain 100% of students have access to a broad course of study.	Maintained 100%
1.8	Digital Literacy and Technology	All students will have access to technology devices and instruction.	100%		Maintain all students will have access to technology devices and instruction.	Maintained 100%
1.9	English Learner Progress Indicator	N/A Fewer than 11 students - data not displayed for privacy	N/A Fewer than 11 students - data not displayed for privacy		N/A	N/A
1.10						

Goal Analysis [2024-25]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 1.1 Highly Qualified Teachers: Fully Implemented. We have highly qualified teachers in all classrooms

- 1.2 Academic Support: Partially Implemented: Math Tutorial; Study Hall (explore improving this model); one to one instruction (all programming); college counseling (provided by teacher of record), subject matter one to one support through Edgenuity.
- 1.3 Special Education Support*: Fully Implemented : All students with disabilities offered services.
- 1.5 Enrichment Courses: Fully Implemented : All students have access to a broad selection of enrichment courses
- 1.6 Curriculum Development: Fully Implemented: All teachers are currently developing units and lessons.
- 1.7 Technology: Fully Implemented: All students have access to Chromebooks and Hotspots. All teachers are incorporating technology instruction into their classes.
- 1.8 Curriculum/Instructional Materials: Fully Implemented: All curriculum is standards based.
- 1.9 Online Math*: Fully Implemented: Edgenuity tutoring offered on demand. Teachers using IXL rather than Dreambox.
- 1.10 Homework Support: Fully Implemented: Students have access to support through Edgenuity.
- 1.11 Instructional Program: Fully Implemented: All students receive rigorous instructional program which is monitored and differentiated by Supervising Teachers.
- 1.12 Counseling Services*: Fully Implemented: All a-g courses are available to students.

Implementation Challenges

- 1.4 Curriculum Planning: Partially Implemented: We continued to work on providing grade level curriculum and course planning including a-g classes, however, we still have a lot to do around this action.a-g classes updated during the window provided.

Modified Implementation, Non-Implemented Actions

-All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Highly Qualified Teachers: No material differences
- 1.2 Academic Support: Additional supports provided using categorical funding
- 1.3 Special Education Support*: No material differences
- 1.4 Curriculum Planning: Actual cost for this is less than originally budgeted
- 1.5 Enrichment Courses: No material differences
- 1.6 Curriculum Development: No material differences
- 1.7 Technology: Lottery used to purchase additional equipment
- 1.8 Curriculum/Instructional Materials: No material differences
- 1.9 Online Math*: No material differences
- 1.10 Homework Support: No material differences
- 1.11 Instructional Program: No material differences
- 1.12 Counseling Services*: Actual cost for this is less than originally budgeted

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

1.1 Highly Qualified Teachers

Highly qualified teachers are essential for student success, as they bring deep content knowledge, effective teaching strategies, and the ability to foster critical thinking and engagement. Their expertise directly impacts student achievement, motivation, and long-term educational outcomes. Data that demonstrates effectiveness of this action includes:

- Regular student-teacher meetings and individual Work Records ensure personalized learning, addressing each student's unique goals and progress. (WASC Report)
- 100% of teachers are highly qualified during the 2024-25 school year.
- 85% of teachers participated in two Professional Development trainings which is a 25% increase.

1.2 Academic Support

Academic support is crucial for helping students reach their full potential, as it provides personalized guidance, reinforces learning, and addresses individual challenges, leading to improved performance, confidence, and long-term educational success. Data that demonstrates effectiveness of this action includes

- OVS emphasizes equity by providing individualized learning plans tailored to each student's needs and supports, such as additional tutorials and homeroom support sessions for independent study students?. (WASC Report)
- 75% of students identified as needing additional academic support received targeted interventions which is a 35% increase.

1.3 Special Education Support*

Special education support is vital to ensure that all students, regardless of their abilities, have equal access to learning opportunities. It provides tailored instruction and resources that help students thrive academically, socially, and emotionally. Data that demonstrates effectiveness of this action includes

- 75% of students identified as needing additional academic support received targeted interventions which is a 35% increase.
- Youth Truth Family Survey: 71% of families that have a Special Education student responded that, "My school provides the guidance necessary to help my child succeed."

1.4 Curriculum Planning

Grade-level curriculum and course planning, including A-G classes, are essential for ensuring students meet academic standards and are prepared for college and career pathways. They provide a structured, rigorous foundation that supports progression, equity, and long-term success. Data that demonstrates effectiveness of this action includes

- The school demonstrates strong collaboration among staff and leadership, using data-driven approaches to assess student needs, determine strategies, and monitor outcomes. Weekly meetings and shared instructional resources reflect this commitment. (WASC report)

- 100% of curriculum units are aligned with Common Core State Standards and other relevant state standards
- CAASPP ELA: Distance from Standard 12 points below standard (Orange)

1.5 Enrichment Courses

Enrichment courses are important because they enhance student learning by fostering creativity, critical thinking, and exploration beyond core subjects. They help develop well-rounded individuals and support personal growth, engagement, and lifelong learning. Data that demonstrates effectiveness of this action includes

- 93% of students are enrolled in an on campus class.

1.6 Curriculum Development

Developing and implementing units and lessons aligned with the Common Core State Standards ensures consistency, rigor, and relevance in instruction. Using existing curriculum while exploring new adoptions allows for continuous improvement, and ongoing professional development supports teachers in delivering high-quality, standards-based education. Data that demonstrates effectiveness of this action includes

- The curriculum incorporates real-world data, current events, and global studies, connecting learning to local and global issues, such as through CalEnviroScreen projects and cultural exchanges. This approach enhances student engagement and broadens their worldview (WASC Report)
- 100% of curriculum units are aligned with Common Core State Standards and other relevant state standards

1.7 Technology

Technology and digital citizenship are essential in the classroom to prepare students for a connected world. Integrating technology enhances learning and engagement, while teaching digital citizenship ensures students use digital tools responsibly, ethically, and safely. Data that demonstrates effectiveness of this action includes:

- The use of Chromebooks and digital resources helps students access across all content areas, fostering college and career readiness by building digital literacy skills necessary for modern learning environments?. (WASC Report)
- OVS leverages various digital tools, including Desmos for math exploration, Google Classroom for assignment access, and digital simulations in science. The flipped classroom model and recorded video lessons support diverse learning needs and promote independent study? (WASC Report)
- Platforms such as Google Docs and Desmos provide immediate feedback, enhancing the learning experience and enabling prompt corrections. (WASC Report)

1.8 Curriculum/Instructional Materials

Standards-aligned instructional materials are crucial for ensuring that teaching and learning are focused, consistent, and meet educational goals. They support high-quality instruction and help all students achieve academic success. Data that demonstrates effectiveness of this action includes:

-100% of curriculum units are aligned with Common Core State Standards and other relevant state standards

1.9 Online Math*

Online math instruction has proven effective in enhancing student learning outcomes, especially when integrated with adaptive technologies and personalized learning approaches. Data that demonstrates effectiveness of this action includes:

- CAASPP Math:44% Standard Met/Exceeded which is a 6% increase

1.10 Homework Support

Homework support is important because it reinforces classroom learning, builds student confidence, and helps develop strong study habits. It ensures that students have the guidance they need to complete assignments successfully and stay on track academically. Data that demonstrates effectiveness of this action includes

- Youth Truth Student Survey: 63% of MS students responded, "How many of your teachers are willing to give extra help on school work if you need it?" which is 8% higher than the county average.
- Youth Truth Student Survey: 82% of HS students responded, "How many of your teachers are willing to give extra help on school work if you need it?" which is 21% higher than the county average.

1.11 Instructional Program

Rigorous instruction and differentiation are essential for student success, as they challenge learners to think critically while meeting diverse needs. This approach ensures that all students are engaged, supported, and able to reach their full academic potential. Data that demonstrates effectiveness of this action includes

- OVS's variety of assessment methods offers a comprehensive understanding of student progress, aiding in data-informed instructional decisions. (WASC Report)
- Youth Truth Student Survey: 63% of MS students responded, "My teachers explain things in a way that I understand." which is 8% higher than the county average.

Data demonstrating continued need and areas of extra attention include:

- Youth Truth Student Survey: 51% of HS students responded, "My teachers explain things in a way that I understand." which is 6% lower than the county average.

1.12 Counseling Services*

Data that demonstrates effectiveness of this action includes:

- 100% of students had access to counseling services

Data demonstrating continued need and areas of extra attention include:

- Youth Truth Student Survey: 33% of MS students responded, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." which is 19% lower than the county average.
- Youth Truth Student Survey: 43% of HS students responded, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." which is 6% lower than the county average.

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.

There were no changes to planned goal, or target outcomes for the coming year.

The following changes were made to the metrics

- Metric 1.1 was adjusted to reflect publicly available data. The following was deleted "English Language Arts (ELA): Baseline: 60% of students achieved proficiency or above on the ELA portion of the CAASPP in the previous school year. Mathematics: Baseline: 50% of students achieved proficiency or above on the Mathematics portion of the CAASPP in the previous school year."

The following changes were made to the actions:

- 1.2 Academic Support: Added WASC Action "Expand intervention strategies; provide focused, specific professional development for teachers in independent study setting; and update curriculum. (WASC Action)"
- 1.5 Enrichment Courses: Added WASC Action "Increasing Academic Rigor and Student Opportunities (WASC Visiting Committee Recommendation)
- 1.3 Special Education Services was changed to "1.3 Intervention Services" 1.3. Continue to provide intervention services for students with disabilities and other students not meeting standards. Special Education teacher for 24-25 is a 1.0 FTE. The total cost is estimated at over \$310,000, this form will not allow both regular LCFF and Supplemental grant funds on the same action item, the amount shown is supplemental funding only. was changed to "1.3 Provide intervention services to students not meeting standards."

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	1. 1 Highly Qualified teachers in all classrooms	\$1,539,881.00	No
1.2	Academic Support	1. 2. Continue to provide Academic Support Programs including: -Math Tutorial; Study Hall; one to one instruction; college counseling (see 1.9 and 3.1), subject matter one to one support through Edgenuity. -Expand intervention strategies; provide focused, specific professional development for teachers in independent study setting; and update curriculum. (WASC Action)	\$52,439.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Intervention Services	1.3 Provide intervention services to students not meeting standards.	\$31,721.00	Yes
1.4	Curriculum Planning	1.4. Continue to provide grade level curriculum and course planning including a-g classes.	\$4,275.00	No
1.5	Enrichment Courses	1.5. Continue to provide a broad selection of enrichment courses including ELA, math, science, technology, creative arts, foreign language and culture. -Increasing Academic Rigor and Student Opportunities (WASC Visiting Committee Recommendation)	\$246,928.00	No
1.6	Curriculum Development	1.6. Teachers will continue to develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	\$6,365.00	No
1.7	Technology	1.7. Continue to provide access to technology and increase instruction in technology and digital citizenship.	\$11,500.00	No
1.8	Curriculum/Instructional Materials	1.8. Continue to provide standards aligned instructional materials.	\$29,628.00	No
1.9	Online Math	1.9. Provide Edgenuity and instructional services for math.	\$85,331.00	Yes
1.10	Homework Support	1.10. Provide homework support through Sonoma County One Card, Edgenuity. Cost not in adopted budget.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Instructional Program	1.11 Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed. Cost included in regular program.	\$0.00	No
1.12	Counseling services	1.12 Counselor services provided through Presence. Services paid for using Learning Recovery Emergency Block Grant Funds (R7435). **LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**	\$16,060.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Several key factors influenced the development of this goal:

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

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

Addressing Emerging Challenges:

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

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

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

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

Alignment with State Priorities:
The goal aligns with multiple state priorities, including Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6). This alignment ensures that the goal supports broader educational objectives and complies with state requirements. In summary, Orchard View School developed Goal 2 to ensure that all students, teachers, staff, and parents are part of a safe, supportive, and respectful environment. This environment is essential for fostering academic achievement, personal growth, and overall well-being. By addressing both current and emerging challenges, the goal aims to create a dynamic and responsive school climate that supports continuous improvement and success for all members of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates (CA Dashboard)	2022-23 1.3% Yellow Level	2023-2024 0% Blue Level		Suspension rate returns to blue.	Decreased 1.3% Improved to "Blue" level
2.2	School climate and wellness surveys (Youth Truth Data) School Safety Students: "I feel safe during school"	2023-24: Students: 6-8: 92% 9-12: 91% Parents	2024-2025 Students: 6-8: 79% 9-12: 85% Parents		90%+	Students: 6-8: Decreased 13% 9-12: Decreased 6% Parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parents: "My child's learning environment is safe" Staff: "I feel safe from harm while at my school."	94% Staff N/A	98% Staff 100%			Increased 4% Staff Baseline Established
2.3	Parent engagement and attendance. School climate and wellness surveys	2023-24: 78% of parents involved in school activities in grades 9-12. 69% of parents involved in school activities in grades 6-8.	2024-2025 Parents remain involved in the education model.		85% of parents involved in school activities in grades 9-12. 75% of parents involved in school activities in grades 6-8.	
2.4	FIT Survey	2023-2024 Maintain Good rating.	2024-2025 Maintain Good rating.		Maintain Good rating.	Maintained Good Rating
2.5	Attendance (Local Data)	2023-24: 97% attendance rate	2024-2025 98% (August -March)		Maintain attendance rate above 97%	Increased 1%
2.6	Graduation Rate (CA Dashboard)	2022-23: 89% 2021-2022 97% 2018-2019 94%	2023-2024 88%		Graduation rate increase to 95%	Decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Expulsion Rate (Dataquest)	2022-23: 0%	2023-2024 0%		Maintain less than 1%	Maintained 0%
2.8	High School Dropout Rate (Dataquest)	2022-23: 11%	2023-2024 13%		Less	Increased 2%

Goal Analysis [2024-25]

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.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.1 Behavior Guidelines: Fully Implemented: Behavior guidelines have been updated to add use of Generative AI and a Study Hall Contract
- 2.2 Student Attendance: Fully Implemented: Attendance is monitored and reported.
- 2.3 Stakeholder Involvement: Fully Implemented: Parent participation has grown significantly this year by increasing meetings to twice monthly.
- 2.4 Custodial Services: Fully Implemented. Custodial services were provided
- 2.5 Campus Supervision: Fully Implemented. campus supervision was provided
- 2.6 Citizenship: Partially Implemented: some resources were provided for students and parents about cyberbullying and becoming good digital citizens.

Implementation Challenges, Modified Implementation, Non-Implemented Actions

-All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Behavior Guidelines: No material difference
- 2.2 Student Attendance: No material difference
- 2.3 Stakeholder Involvement: No material difference
- 2.4 Custodial Services: No material difference
- 2.5 Campus Supervision: No material difference
- 2.6 Citizenship: No material difference

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Behavior Guidelines

When expectations are clearly communicated and consistently enforced, students are more likely to make positive choices, reducing disruptions and improving overall school climate. Data that demonstrates effectiveness of this action includes:

- A strong emphasis on respect, professionalism, and trust in the school culture, supported by behavioral policies and a clean, safe campus. (WASC Report)
- Decrease in the suspension rate and return to the "Blue" performance level
- Maintained 0% Expulsion Rate

2.2 Student Attendance

Monitoring student attendance is crucial for academic success, as consistent attendance is closely linked to engagement and achievement. It helps identify patterns of absenteeism early, allowing for timely support and intervention. Data that demonstrates effectiveness of this action includes:

- 2024-2025 Attendance rate for Months 1-5 is 97.88%

2.3 Stakeholder Involvement

When families are actively involved in their children's education, it leads to improved student performance, better behavior, and increased motivation. Data that demonstrates effectiveness of this action includes:

- The school prioritizes family involvement and a collaborative environment through orientations, Parent Square communication, Advisor Committee, and events like Climate Action Night and potluck gatherings.? (WASC Report)
- Youth Truth Family Survey: 65% of families report that, "I feel engaged with my school." which is 5% more than the county average.

2.4 Custodial Services

Custodial services are essential for maintaining a clean, safe, and healthy school environment. They support student and staff well-being,

prevent the spread of illness, and create a space that is conducive to learning and teaching. Data that demonstrates effectiveness of this action includes:

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

2.5 Campus Supervision

Supervision and a positive school climate are crucial for fostering a safe, supportive, and effective learning environment. Effective supervision ensures student safety, promotes good behavior, and enhances academic performance by providing consistent oversight and guidance. A positive school climate, characterized by mutual respect, inclusivity, and a strong sense of community, encourages student engagement, reduces disciplinary issues, and supports emotional and social development. Together, these elements create a nurturing atmosphere that enables students to thrive academically and personally. Data that demonstrates effectiveness of this action includes:

- As reported on the Youth Truth Family Survey, 98% of families feel OVS has a safe learning environment which is 24% higher than the county average.
- As reported on the Youth Truth Family survey, 77% of families report that "My child is safe from bullying during school" which is 12% higher than the county average.
- As reported on the Youth Truth Staff survey, 89% of staff report that "Students are safe from bullying at my school." which is 41% higher than the county average.

2.6 Citizenship

Providing resources on cyberbullying and digital citizenship promotes respectful online behavior, protects student well-being, and empowers families to address and prevent harmful digital interactions. Data that demonstrates effectiveness of this action includes:

- As reported on the Youth Truth Family survey, 77% of families report that "My child is safe from bullying during school".
- As reported on the Youth Truth Staff survey, 89% of staff report that "Students are safe from bullying at my school." which is 41% higher than the county average.

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.

There were no changes to planned goal, metrics, or target outcomes for the coming year

The following changes were made to the actions:

- Action 2.1 "Behavior Guidelines" was changed to 2.1 "Safety and Connectedness"
- 2.1 Safety and Connectedness Introduce more SEL programs, increase student participation in clubs and events, and focus on building a welcoming school climate. (WASC Action)
- 2.1 Safety and Connectedness Strengthen mental health outreach and monitor the effectiveness of programs through surveys and data analysis. (WASC Action)
- 2.3 "Stakeholder Involvement" was changed to "Educational Partner Engagement"
- 2.7 "Physical Environment: Explore options for additional meeting space, field use, and seating options. (WASC Action)" was added

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safety and Connectedness	<p>2.1. Continue to communicate clear expectations for school behavior and expectations for on-site class and meeting norms.</p> <p>-Introduce more SEL programs, increase student participation in clubs and events, and focus on building a welcoming school climate. (WASC Action)</p> <p>-Strengthen mental health outreach and monitor the effectiveness of programs through surveys and data analysis. (WASC Action)</p>		No
2.2	Student Attendance	2.2. Continue to monitor student attendance.	\$4,800.00	No
2.3	Educational Partner Engagement	2.3. Continue parent and community involvement in Advisory Board meetings and WASC Committees. Develop more opportunities for parents to interact with each other and school staff.	\$2,700.00	No
2.4	Custodial Services	2.4. Continue to provide custodial services	\$23,746.00	No
2.5	Campus Supervision	2.5. Continue to provide campus supervision	\$11,920.00	No
2.6	Citizenship	2.6. Continue to provide resources for students and parents about cyberbullying and becoming good digital citizens.		No
2.7	Physical Environment	Explore options for additional meeting space, field use, and seating options. (WASC Action)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Holistic Education:

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

Preparation for Future Success:

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

Building Self-Motivation:

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

Leadership Development:

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

Active Participation in Community and Extracurricular Activities:

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

Positive School Culture:

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

In summary, Orchard View School developed Goal 3 to ensure that students receive a holistic education that prepares them for future success. By promoting personal development, leadership skills, and active participation in community and extracurricular activities, the school aims to cultivate self-motivated, well-rounded individuals ready to meet the challenges and opportunities of life beyond school. The development of this goal is informed by data on student outcomes, engagement levels, and feedback from stakeholders. By analyzing this data, the school identified the need to focus on personal development, leadership, and extracurricular participation to improve student preparedness for life beyond school. Feedback from parents, students, and staff highlighted the importance of developing well-rounded individuals who are not only academically competent but also capable of leading and contributing to their communities. This goal reflects the collective vision and priorities of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation in Personal Development and Leadership Programs Individual student work record documentation	100 students participate in personal development and leadership programs.	120 students participate in personal development and leadership programs.		125 students participate in personal development and leadership programs.	Decreased 57 students
3.2	Textbook Assistance SRJC course enrollment	100% of students in grades 10-12 have access to textbook assistance.	100% of students in grades 10-12 have access to		Maintain 100% access to textbook assistance for	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			textbook assistance.		Santa Rosa Junior College courses.	
3.3	College and Career Awareness College and career survey Staff agenda and PLC notes	75% of classes include college and career awareness.	75% of classes include college and career awareness.		100% of classes include college and career awareness in curriculum.	Maintained 75%
3.4	Academic Counseling School calendar Appointment calendar	100% of students grades 9-12 have access to academic counseling.	100% of students grades 9-12 have access to academic counseling.		Maintain 100% of students in grades 9-12 have access to academic counseling.	Maintained 100%
3.5	Family Communication	100% of families have access to communication portals through Aeries, Google Classrooms and the school website.	100% of families have access to communication portals through Aeries, Google Classrooms and the school website and ParentSquare.		Maintain 100% of families have access to communication portals through Aeries, Google Classrooms and the school website.	Maintained 100%
3.6	COLLEGE AND CAREER INDICATOR (CA Dashboard) # and % "prepared"	2022-2023 19%	2023-2024 19%		Increase 2% each year	Maintained 19%
3.7	AP EXAMS (3 or higher) Enrollment and % of students who passed the AP Exam with a score of 3 or higher	2022-2023 0	2023-2024 0		Please note Dual Enrollment is utilized instead of AP.	Maintained 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	DUAL ENROLLMENT	2023-2024 Spring: 35 Fall: 26	2024-2025 Spring: 36 Fall: 31		Maintain high levels	Spring: Increased 1 Fall: Increased 5
3.9	CTE % who successfully completed CTE Pathway requirement	2022-2023 0%	2023-2024 0%		N/A	Maintained 0%
3.10	CTE and A-G % of students who have completed a-g AND CTE Pathway requirements	2022-2023 0%	2023-2024 0%		N/A	Maintained 0%

Goal Analysis [2024-25]

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.

Orchard View made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 3.1 College and Career Counseling: Partially Implemented. Supervising Teachers providing college and career counselors until position is filled.
- 3.2 College and Career Outreach: : Partially Implemented. Supervising Teachers work with families to provide college and career outreach.
- 3.3 Textbook Assistance SRJC Dual Enrollment: Fully Implemented All students in grades 10-12 received textbook assistance.
- 3.4 Community Involvement: Fully Implemented. All high school students have access to community involvement projects.
- 3.5 CTE Courses: Fully Implemented. 85 students have signed up for CTE classes at the SRJC.
- 3.6 ADA Complaint Website: Fully Implemented. New website is available to parents and students.

Implementation Challenges, Modified Implementation, Non-Implemented Actions

-All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 3.1 College and Career Counseling: No amount originally budgeted, as year ends over \$16,000 actually spent on a firm providing this service using categorical funding
- 3.2 College and Career Outreach, no material difference
- 3.3 Textbook Assistance SRJC Dual Enrollment, no material difference
- 3.4 Community Involvement, no material difference
- 3.5 CTE Courses: Grant funds of \$11,000 received and spent on special CTE program
- 3.6 ADA Complaint Website, no material difference

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

3.1 College and Career Counseling

College and career counseling is essential for guiding students toward informed decisions about their futures. It helps them explore opportunities, set goals, and develop the skills needed for success in higher education and the workforce. Data that demonstrates effectiveness of this action includes:

- 100% of students grades 9-12 have access to academic counseling.

3.2 College and Career Outreach

Providing outreach and targeted college and career counseling for first-generation college students is crucial to bridging access gaps. It empowers them with the knowledge, support, and resources needed to navigate the college process confidently and achieve long-term success. Data that demonstrates effectiveness of this action includes:

- College and career awareness incorporated into classes.

3.3 Textbook Assistance SRJC Dual Enrollment

Providing textbook assistance for students in grades 10–12 concurrently enrolled in college classes at Santa Rosa Junior College is essential to ensure equitable access to higher education. It removes financial barriers, supports academic success, and encourages continued participation in advanced learning opportunities. Data that demonstrates effectiveness of this action includes:

- 100% of students in grades 10-12 had access to textbook assistance for SRJC concurrent enrollment classes

3.4 Community Involvement

Community involvement projects are important because they foster student engagement, build a sense of responsibility, and strengthen connections between schools and the community. They help students develop valuable skills and promote civic awareness and pride. Data that demonstrates effectiveness of this action includes:

- Partnerships with SRJC and engagement with local community organizations provide students with dual enrollment, workshops, field trips, community gardening opportunities, and volunteer opportunities; enriching their education with practical, real-world experiences. (WASC Report)
- 100% access to community involvement projects

3.5 CTE Courses

Career and Technical Education (CTE) courses are important because they provide students with practical skills and real-world experience that prepare them for high-demand careers. CTE helps bridge the gap between education and the workforce, increases student engagement, and offers pathways to both college and employment opportunities. Data that demonstrates effectiveness of this action includes:

- 100% access to CTE courses at SRJC, on campus, and through Edgenuity for students in grades 9-12
- 85 students have signed up for CTE classes at the SRJC.

3.6 ADA Complaint Website

An ADA-compliant website is essential because it ensures equal access to information and services for individuals with disabilities. By meeting accessibility standards, schools promote inclusivity, comply with legal requirements, and provide all users—regardless of ability—a positive and barrier-free online experience. Data that demonstrates effectiveness of this action includes:

- New website is available to parents and students.

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.

There were no changes to planned goal or target outcomes for the coming year.

The following changes were made to the metrics:

- Metrics 3.6, 3.7, 3.9, 3.10 were added as they are required metrics for the LCAP.
- Metric 3.8 was added to demonstrate our amazing dual enrollment programming.

The following changes were made to the actions:

- 3.1 College and Career Counseling. Added "Integrate career exploration into the K-12 curriculum (WASC Action)" and "Strengthening College and Career Readiness Supports (WASC Visiting Committee Recommendation)"

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College and Career Counseling	3.1. College Counselor (overall cost in progress) <ul style="list-style-type: none"> • Integrate career exploration into the K-12 curriculum (WASC Action) • Strengthening College and Career Readiness Supports (WASC Visiting Committee Recommendation) 	\$16,060.00	No
3.2	College and Career Outreach	3.2. Continue to provide outreach for first generation college students and targeted college and career counseling.	\$5,921.00	No
3.3	Textbook Assistance SRJC Dual Enrollment	3.3. Continue to provide text book assistance for students in grade 10-12 concurrently enrolled in college level classes at the Santa Rosa Junior College	\$10,000.00	No
3.4	Community Involvement	3.4. Continue to provide community involvement projects for students such as the composting program and Green Team.		No
3.5	CTE Courses	3.5 Provide students in grades 9-12 access to CTE courses at the SRJC		No
3.6	ADA Compliant Website	Provide parents and students access to information, links to digital support, assignments, student handbook, and contacts via an ADA complaint website.	\$2,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$117,052	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.630%	0.000%	\$0.00	4.630%

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
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Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Intervention Services</p> <p>Need: See description for action 1.3</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.9	<p>Action: Online Math</p> <p>Need: See description for action 1.9</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	See description for action 1.9	See goal 1 metrics.
1.12	<p>Action: Counseling services</p> <p>Need: See description for action 1.12</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	See description for action 1.12	See goal 1 metrics.

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

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

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

Additional Concentration Grant Funding

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,528,142	117,052	4.630%	0.000%	4.630%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,969,229.00	\$137,046.00	\$0.00	\$0.00	\$2,106,275.00	\$2,019,909.00	\$86,366.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools		\$1,539,881.00	\$0.00	\$1,539,881.00				\$1,539,881.00	
1	1.2	Academic Support	All	No			All Schools		\$47,439.00	\$5,000.00	\$47,439.00	\$5,000.00			\$52,439.00	
1	1.3	Intervention Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$31,721.00	\$0.00	\$31,721.00				\$31,721.00	
1	1.4	Curriculum Planning	All	No			All Schools		\$4,275.00	\$0.00	\$4,275.00				\$4,275.00	
1	1.5	Enrichment Courses	All	No			All Schools		\$242,928.00	\$4,000.00	\$208,995.00	\$37,933.00			\$246,928.00	
1	1.6	Curriculum Development	All	No			All Schools		\$3,665.00	\$2,700.00		\$6,365.00			\$6,365.00	
1	1.7	Technology	All	No			All Schools		\$0.00	\$11,500.00	\$1,500.00	\$10,000.00			\$11,500.00	
1	1.8	Curriculum/Instructional Materials	All	No					\$0.00	\$29,628.00		\$29,628.00			\$29,628.00	
1	1.9	Online Math	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$79,331.00	\$6,000.00	\$85,331.00				\$85,331.00	
1	1.10	Homework Support	All	No			All Schools		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Instructional Program	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
1	1.12	Counseling services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$15,541.00	\$519.00		\$16,060.00			\$16,060.00	
2	2.1	Safety and Connectedness	All	No			All Schools									
2	2.2	Student Attendance	All	No			All Schools		\$0.00	\$4,800.00	\$4,800.00				\$4,800.00	
2	2.3	Educational Partner Engagement	All	No			All Schools		\$0.00	\$2,700.00	\$1,700.00	\$1,000.00			\$2,700.00	
2	2.4	Custodial Services	All	No			All Schools		\$21,746.00	\$2,000.00	\$23,746.00				\$23,746.00	
2	2.5	Campus Supervision	All	No			All Schools		\$11,920.00	\$0.00	\$11,920.00				\$11,920.00	
2	2.6	Citizenship	All	No												
2	2.7	Physical Environment	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	College and Career Counseling	All	No			All Schools		\$15,541.00	\$519.00		\$16,060.00			\$16,060.00	
3	3.2	College and Career Outreach	All	No			All Schools		\$5,921.00	\$0.00	\$5,921.00				\$5,921.00	
3	3.3	Textbook Assistance SRJC Dual Enrollment	All	No			All Schools		\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
3	3.4	Community Involvement	All	No			All Schools									
3	3.5	CTE Courses	All	No			All Schools									
3	3.6	ADA Compliant Website	All	No			All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,528,142	117,052	4.630%	0.000%	4.630%	\$117,052.00	0.000%	4.630 %	Total:	\$117,052.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$117,052.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Intervention Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$31,721.00	
1	1.9	Online Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$85,331.00	
1	1.12	Counseling services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,025,400.00	\$2,180,502.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers	No	\$1,530,059.00	\$1,630,387
1	1.2	Academic Support	No	\$27,625.00	\$63,560
1	1.3	Special Education Support	Yes	\$39,636.00	\$24,580
1	1.4	Curriculum Planning	No	\$4,270.00	\$4,100
1	1.5	Enrichment Courses	No	\$195,938.00	\$206,800
1	1.6	Curriculum Development	No	\$6,260.00	\$3,966
1	1.7	Technology	No	\$11,500.00	\$15,894
1	1.8	Curriculum/Instructional Materials	No	\$37,868.00	\$37,050
1	1.9	Online Math	Yes	\$78,605.00	\$84,857
1	1.10	Homework Support	No	\$5,000.00	\$4,027
1	1.11	Instructional Program	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Counseling services	Yes	\$25,000.00	\$16,060
2	2.1	Behavior Guidelines	No		
2	2.2	Student Attendance	No	\$3,900.00	\$4,791
2	2.3	Stakeholder Involvement	No	\$2,900.00	\$2,356
2	2.4	Custodial Services	No	\$36,819.00	\$38,403
2	2.5	Campus Supervision	No	\$11,920.00	\$10,145
2	2.6	Citizenship	No		
3	3.1	College and Career Counseling	No		\$16,773
3	3.2	College and Career Outreach	No		
3	3.3	Textbook Assistance SRJC Dual Enrollment	No	\$5,000.00	\$3,910
3	3.4	Community Involvement	No		
3	3.5	CTE Courses	No		\$11,000
3	3.6	ADA Compliant Website	No	\$3,100.00	\$1,843

2024-25 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)
\$109,437	\$118,241.00	\$109,437.00	\$8,804.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Special Education Support	Yes	\$39,636.00	\$24,580.00		
1	1.9	Online Math	Yes	\$78,605.00	\$84,857.00		
1	1.12	Counseling services	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,436,258	\$109,437	0.00	4.492%	\$109,437.00	0.000%	4.492%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
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2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	13.3	58%	35%	0%	0%	7.4%	0%	0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

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

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

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

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

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

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

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

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

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

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

Increased Family Engagement Opportunities:

Expanding engagement opportunities by hosting virtual events, and workshops that accommodate working parents' schedules.

Providing varied formats for participation, such as in-person and online options, to increase accessibility.

Targeted Support for Underrepresented Families:

Increasing outreach efforts to underrepresented families to ensure they feel connected and supported.

Offering translation services and creating support groups to address specific needs and challenges faced by these families.

Feedback Loop Enhancement:

Improving the feedback loop by ensuring timely responses to family input and visibly acting on suggestions and concerns.

Regularly updating families on how their feedback is being used to make improvements, building trust and demonstrating commitment to addressing their needs.

Strengthening Community Partnerships:

Collaborating with local community organizations, businesses, and social services to provide additional support for families.

Establishing stronger partnerships to create a more integrated support network for students and their families.

Parent Education Programs:

Offering educational programs for parents on topics such as digital literacy, homework help, and understanding school curriculum.

Empowering parents to be more involved in their children's education through these workshops and resources.

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

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

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

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

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

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

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

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

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

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

Professional Development for Staff:

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Based on the analysis of educational partner input and local data, Orchard View School (OVS) has identified several strengths and significant progress in building partnerships that enhance student outcomes. These partnerships span various sectors, including higher education, local businesses, community organizations, and families, creating a robust support network for our students.

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

CTE Foundation Funding: OVS has successfully secured partnership funding from the CTE Foundation. This funding supports the development and expansion of CTE programs, equipping students with practical skills and knowledge directly relevant to local industry needs.

Internships and Work-Based Learning: Collaborations with local businesses have facilitated internship and work-based learning opportunities for students. These experiences provide real-world applications of classroom learning, boosting students’ employability and career prospects.

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

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

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

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

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

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

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

Strengthening Industry Connections:

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

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

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

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

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

Inclusive Decision-Making Processes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Targeted Outreach Initiatives:

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

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

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

Grades 6-8

School Safety:

Overall: 92% of students feel safe during school.

Disaggregated by Student Groups:

6th Grade: 79% feel safe at school.

7th Grade: 85% feel safe at school.

8th Grade: 85% feel safe at school.

By Ethnicity:

33% of Other race/ethnicity students feel safe at school.

95% of White students feel safe at school.

By Gender:

79% of female students feel safe at school.

91% of male students feel safe at school.

Belonging and Peer Collaboration:

Overall: 91% of students feel a sense of belonging.

Disaggregated by Student Groups:

6th Grade: 93% feel a sense of belonging.

7th Grade: 92% feel a sense of belonging.

8th Grade: 92% feel a sense of belonging.

By Ethnicity:

67% of Other race/ethnicity students feel a sense of belonging.

95% of White students feel a sense of belonging.

By Gender:

96% of female students feel a sense of belonging.

91% of male students feel a sense of belonging.

Grades 9-12

School Safety:

Overall: 85% of students feel safe during school.

Disaggregated by Student Groups:

9th Grade: 91% feel safe at school.

10th Grade: 91% feel safe at school.

11th Grade: 77% feel safe at school.

12th Grade: 80% feel safe at school.

By Ethnicity:

95% of White students feel safe at school.

88% of Hispanic or Latina/o/x students feel safe at school.

90% of Multiracial and/or multi-ethnic feel safe at school.

By Gender:

82% of female students feel safe at school.

89% of male students feel safe at school.

Belonging and Peer Collaboration:

Overall: 55% of students feel a sense of belonging.

Disaggregated by Student Groups:

9th Grade: 50% of students feel a sense of belonging.

10th Grade: 55% of students feel a sense of belonging.

11th Grade: 55% of students feel a sense of belonging.

12th Grade: 53% of students feel a sense of belonging.

By Ethnicity:

53% of White students feel a sense of belonging.

88% of Hispanic or Latina/o/x students feel a sense of belonging.

50% of Multiracial and/or multi-ethnic feel a sense of belonging.

By Gender:

49% of female students feel a sense of belonging.

67% of male students feel a sense of belonging.

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

Summary of Key Learnings and Needs:

Analysis of YouthTruth survey data revealed key strengths and needs related to school safety and student belonging. Overall, students in Grades 6–8 report high levels of school safety (92%) and belonging (91%), with consistently strong results across grade levels and particularly high belonging reported by female students (96%) and White students (95%). In Grades 9–12, school safety remains a strength (85% overall), with the highest ratings among 9th and 10th graders (91%) and White students (95%). However, significant equity gaps are evident. In Grades 6–8, only 33% of students identifying as “Other race/ethnicity” feel safe at school, and only 67% feel a sense of belonging. Female students in middle school report lower safety (79%) compared to males (91%). The most notable need emerges in Grades 9–12, where belonging drops sharply to 55% overall, with 9th graders reporting the lowest level (50%). Gender and ethnic gaps in high school belonging are also pronounced: only 49% of female students and 50% of Multiracial students report a sense of belonging, compared to 67% of males and 88% of Hispanic/Latina/o/x students. These findings highlight the importance of targeted supports to foster inclusion, strengthen belonging, and close equity gaps—particularly as students transition to and progress through high school.

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

Planned Changes and Actions to Address Identified Needs

1. Strengthen Targeted SEL Supports

Integrate focused SEL interventions to foster belonging for students of color, Multiracial students, and female students.

Implement more structured opportunities for peer connection and student voice, especially in Grades 9–12.

2. Enhance MTSS Practices to Address Safety and Belonging Gaps.

Conduct regular disaggregated data reviews to identify and monitor students reporting lower safety and belonging. Provide targeted outreach and support to these students through small-group and one-on-one interventions.

3. Improve Transition Supports for Incoming High School Students

Revise orientation and transition programming to include activities and supports that promote early connection and belonging for incoming 9th graders.

Embed explicit belonging-building practices in early high school experiences.

4. Strengthen Culturally Responsive Practices

Conduct a review of current equity and inclusion practices.

Provide professional development on culturally responsive teaching and relationship-building to support a more inclusive climate, particularly for "Other race/ethnicity" and Multiracial students.

5. Align and Document Improvements in Planning Documents

Update the WASC Action Plan and site-based SEL/climate practices to reflect these priorities.

Incorporate new action steps into the SPSA and internal MTSS documentation for 2025–26 implementation and ongoing monitoring.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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