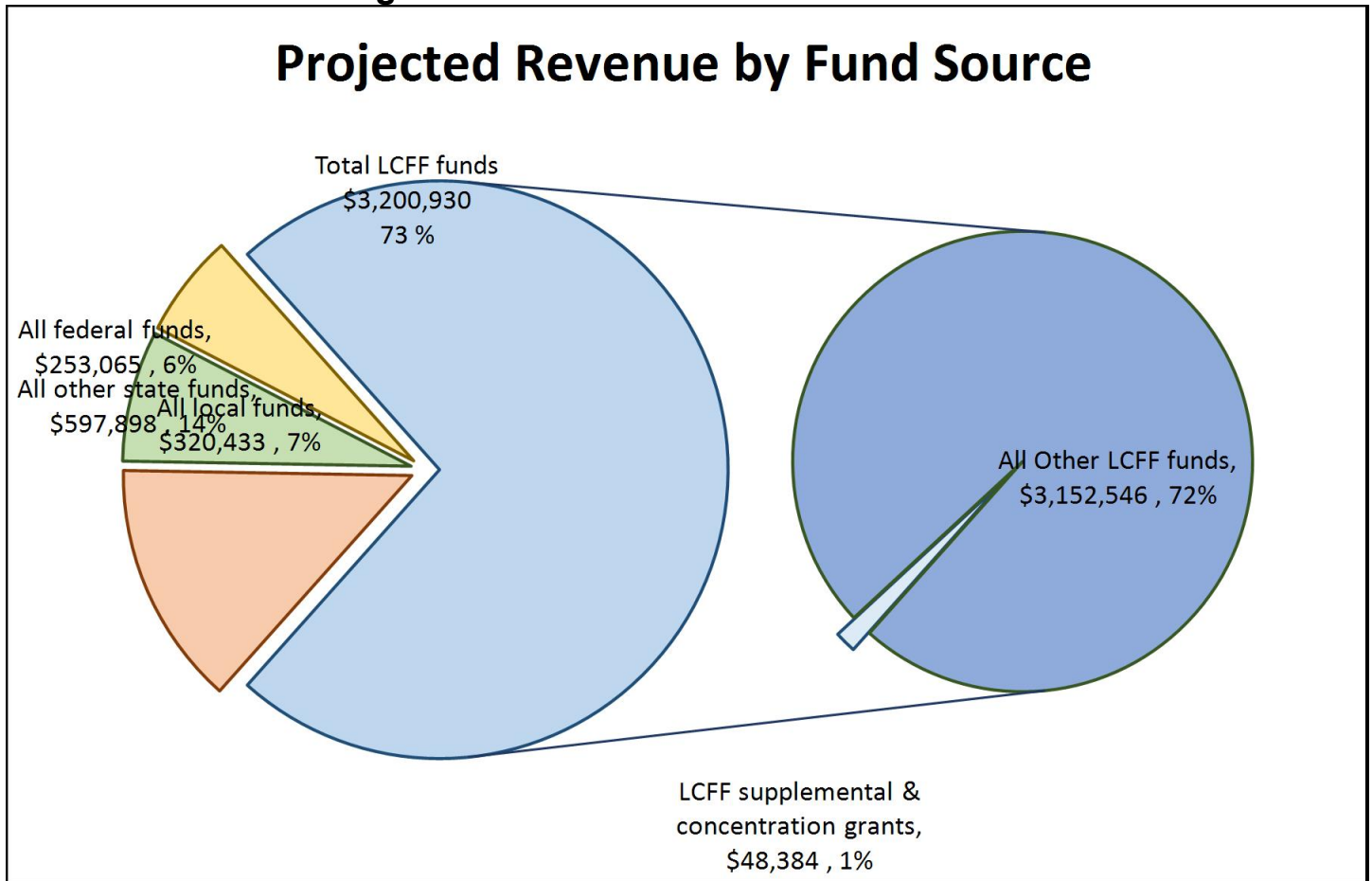


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arena Union Elementary School District
 CDS Code: 23-655570000000
 School Year: 2024-25
 LEA contact information:
 Michelle Egger
 Principal
 megger@aesfamily.org
 707-882-2119

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

Budget Overview for the 2024-25 School Year

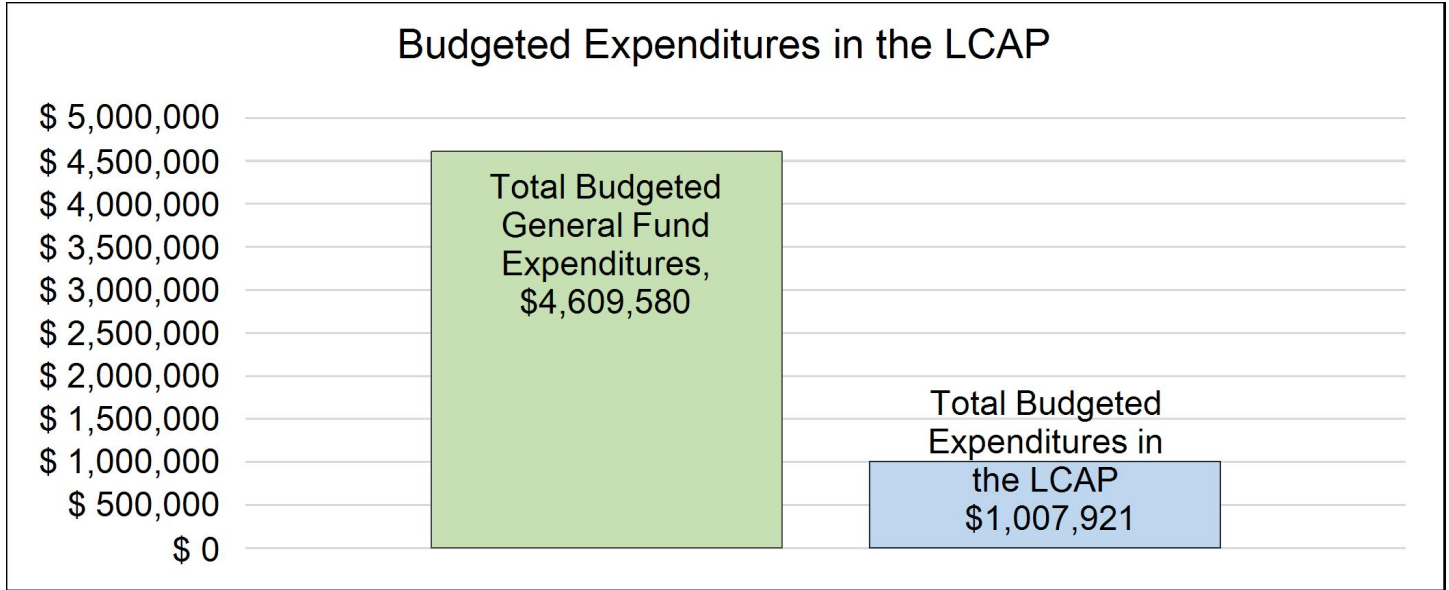


This chart shows the total general purpose revenue Arena Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arena Union Elementary School District is \$4,372,326, of which \$3,200,930 is Local Control Funding Formula (LCFF), \$597,898 is other state funds, \$320,433 is local funds, and \$253,065 is federal funds. Of the \$3,200,930 in LCFF Funds, \$48,384 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 Arena Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arena Union Elementary School District plans to spend \$4,609,580 for the 2024-25 school year. Of that amount, \$1,007,921 is tied to actions/services in the LCAP and \$3,601,659 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

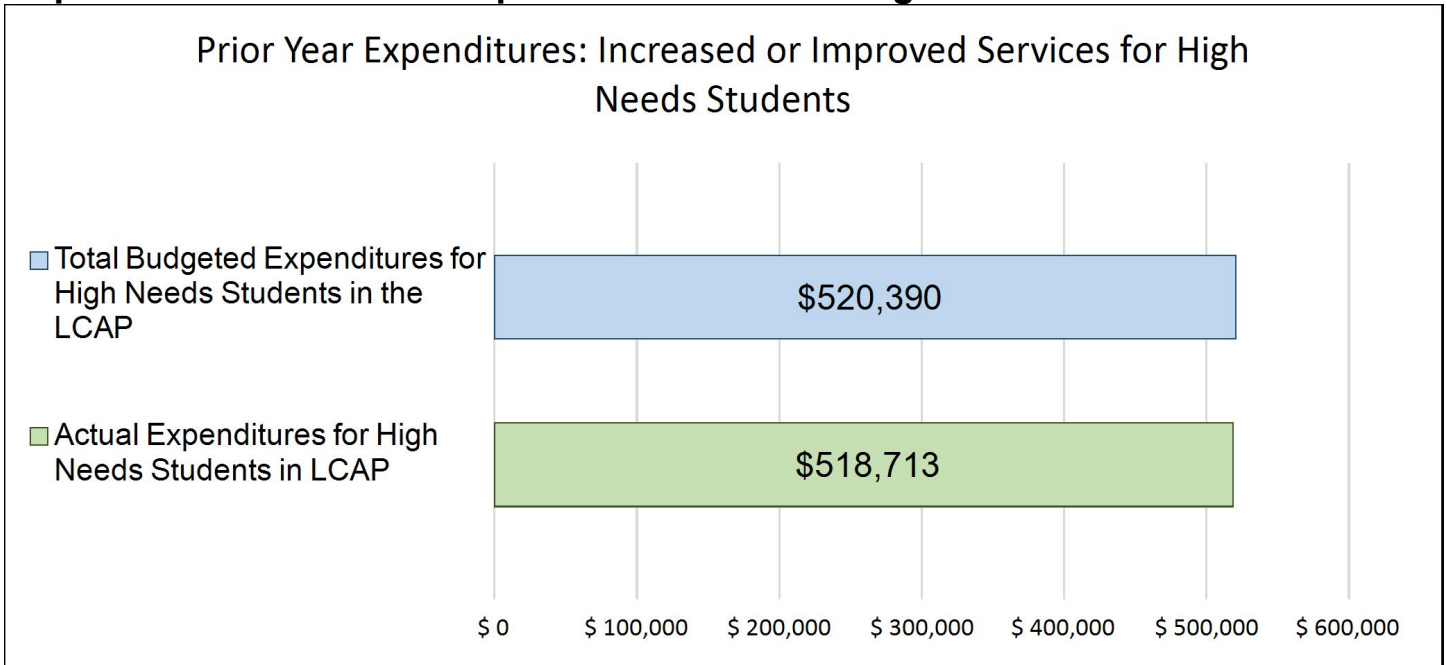
Total General Fund expenditures not included in the LCAP is approximately \$3.6M, comprised of salaries and benefits for base subjects as well as for classified and administrative staff (approximately \$2.5M), general overhead, clerical, maintenance/janitorial, utility, and other site expenses (approximately \$510k), contributions to other funds (ie. preschool, cafeteria, facilities, deferred maintenance, etc.) (approximately \$92k), contributions to other resources within the general fund (i.e special education, after school program, etc.) (approximately \$1.1M) (note: these are not 'expenditures'), and Arena Elementary's portion of District Office expenses (approximately \$519k).

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

In 2024-25, Arena Union Elementary School District is projecting it will receive \$48,384 based on the enrollment of foster youth, English learner, and low-income students. Arena Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arena Union Elementary School District plans to spend \$546,074 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Arena Union Elementary School District's LCAP budgeted \$520,390 for planned actions to increase or improve services for high needs students. Arena Union Elementary School District actually spent \$518,713 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,677 had the following impact on Arena Union Elementary School District's ability to increase or improve services for high needs students:

N/A - the difference is immaterial and did not impact the actions and services and overall increased or improved services for high needs students in 2023-24.

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
Arena Union Elementary School District	Michelle Egger Principal	megger@aesfamily.org 707-882-2119

Plan Summary [2024-25]

General Information

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

Arena Union Elementary School, located in the small coastal City of Point Arena approximately 130 miles north of San Francisco, in Mendocino County currently serves 200 plus students from Gualala to Point Arena including the Manchester/ Point Arena Band of Pomo Native Americans. Our student population consists of 54% Hispanic or Latino, 23% white, 20% American Indian or Alaska Native, and 3 % Unspecified. Eighty-six percent of our students qualify for Free or Reduced Lunch while 26% of our students are English Language Learners. Within our building, we house a state sponsored pre-school starting at age three. Our students range from Transitional Kindergarten to Eight Grade. Most of our students go to Point Arena High School after they have completed their studies here.

Our philosophy of education is to educate the whole child to ensure that they are healthy and safe and actively learn how to stay healthy and safe, that they are engaged with their learning, that they are supported in order for them to take risks, and that they are challenged academically to foster their intellectual growth. Our staff regularly reviews student data to differentiate their teaching. We are fortunate to have a reading coach who guides our professional development as well as facilitates our Academic Success Team (AST) meetings. The school has a counselor on site to address everything from crisis intervention to Social Emotional Learning (SEL). Our Response to Intervention Model supports students before they fail by providing appropriate interventions based on assessments.

Our parents are an integral part of our decision making process. We hold regular Site Council, English Language Advisory Committee (ELAC) and Native American Education Advisory Committee (NAEAC) meetings. We believe that every child deserves to feel safe, engaged, and supported. Likewise, they should be inspired and have a voice in their educational journey if they are to be successful at school. Our LCAP reflects this approach to education. We are working hard to make our school a place where every student and family feels welcomed and celebrated.

Reflections: Annual Performance

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

Students in grades 3 - 8th were given the Smarter Balanced Summative Assessment in Math and ELA . The percent of students who met or exceeded standard proficiency for the 2023 -24 school year overall was 29% ELA, 17% Math and for grades 5th and 8th Science, 23%. Broken down into Race/Ethnicity categories, 20% of Hispanic and 47% White students met or exceeded standard proficiency in ELA. As for Math, 11% of Hispanic and 28% of White students met or exceeded standard proficiency. Native American students were not recorded due the small number of test results.

The ELA Progress Indicators showed that English Language Learners declined 23 points and are 117 points below standard proficiency, Recently Reclassified declined 44 points

and are 82 points below standard proficiency. Likewise, English only students declined 21 points and were 31 points below standard.

In Math, English Language Learners maintained a 1.5 point growth, but is 126 below standard proficiency. Recently Reclassified students increased 10 points, but remain 86 points below standard proficiency and White students increased 4 points and are 66 points below standard proficiency. However, our English Language Learners show that 55% are making progress towards English Language Proficiency and are exceeding the State's 49% progress indicator.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The biggest concern expressed by students, parents and the community was strengthening school to home communication. The past two winters have been very destructive and caused many school closures and interruptions to our transportation services. We had flooding, power outages, and extreme weather events. We continue to be very vigilant about sending symptomatic students to the office to be sent home. Currently 45% of our TK - 8th 45% Chronically Absent. Our cumulative attendance rate for the year currently stands at 89% for grades Pre-K - 5th and 90% grades 6-8. Academically, the students continue to experience rigorous learning expectations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Implement an educational system that prepares students for success in college and/or career. LCAP Priorities: Basics (Priority 1), Implementation of State Standards including ELD standards (Priority 2), Student Achievement (Priority 4), Student Engagement (priority 5), Course Access including EL access to standards aligned material (Priority 7), and Other Student Outcomes (Priority 8).	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

This Goal was developed in coordination with the District's Strategic Plan in order to: 1) provide a strong aligned K-12 curriculum based on Common Core Standards and other adopted programs, 2) expand our educational programs to engage and challenge every student, 3) enhance the use of technology for high quality teaching and learning, 4) support a successful transition of all feeder school students from middle to high school, 5) provide as many Career Technical Education pathways, Work Study and/or Internships as possible in a small school, 6) implement strategies that support our English Language Learners to transition more quickly and successfully to challenging academic courses that prepares them for college and/or career, and 7) recruit and retain a high quality teachers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>A. Local Benchmarks, MAPs Assessments, CAASPP, ELPAC Scores.</p> <p>B. Teachers are appropriately assigned and fully credentialed.</p> <p>C. Curriculum materials are CCSS and NGSS aligned.</p> <p>D. The EL pupils reclassification rate.</p>	<p>A. There has been an increase of the scores on local MAP and ELPAC assessments, while scores declined on the 22-23 CAASPP assessment data.</p> <p>Mid-year, 2023-24 MAP data showed, that overall, in reading 26%, in Math 17%, in</p>			<p>A. Improve Standardized and MAP test assessment scores each year. Increase the MAP assessment district median achievement scores to 50% and above for all subgroups.</p> <p>B. 100% of the certificated</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>E. Percentage of EL pupils progressing towards English proficiency.</p> <p>F. Implement "Elevating Student Voices" program K-8 supported by Mendocino County Office of Education</p> <p>G . Arena has a broad course of study to include all unduplicated students.</p> <p>H. Implementation of state standards including CCS and ELD standards and how English Learners will access these standards.</p>	<p>Language Usage 29% and in Science 37% of students were proficient or above. Overall, Arena students showed average and above average growth in both Mathematics at 48% and English Language Arts at 47% growth.</p> <p>Data for the 2022-23 CAASSP Assessments shows that Arena Elementary scored below state levels in both ELA and Math for all ethnicities tested:</p> <p>ELA</p> <p>Grade 3-</p> <p>Hispanic /Latino - 30% met or exceeded standards</p> <p>Native American - 100% met standards</p> <p>White - 40% met or exceeded standards</p>			<p>teaching staff is appropriately assigned.</p> <p>C. CCSS/NGSS aligned curriculum has been adopted for Science at all grade levels and all teachers have received appropriate professional development to use with fidelity.</p> <p>D. Each year there is an increase of the number of EL students reclassified as English proficient by the end of 5th grade.</p> <p>E. Each year there is an increase of the number of EL students progressing towards English proficiency.</p> <p>F. "Elevating Student Voices" is in place k-8th grades and is</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>EL's - 0% met or exceeded standards</p> <p>Grade 4-</p> <p>Hispanic /Latino - 22% met or exceeded standards</p> <p>Native American - 0% met standards</p> <p>White - 20% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Grade 5-</p> <p>Hispanic /Latino - 6% met or exceeded standards</p> <p>Native American - 100% met standards</p> <p>White - 50% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p>			<p>successfully connecting students to their learning outcomes and expectations.</p> <p>G. Arena Elementary broad course of study will be firmly measured in the initial implementation phase be supporting all EL, Low Income and students with learning disabilities.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grade 6-</p> <p>Hispanic /Latino - 14% met or exceeded standards</p> <p>White - 75% met or exceeded standards</p> <p>EL's - 16% met or exceeded standards</p> <p>Grade 7-</p> <p>Hispanic /Latino - 30% met or exceeded standards</p> <p>Native American - 100% met standards</p> <p>White - 57% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Reclassified EL's - 40% met or exceeded standards</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grade 8-</p> <p>Hispanic /Latino - 30% met or exceeded standards</p> <p>White - 50% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Reclassified EL's - 42% met or exceeded standards</p> <p>MATH</p> <p>Grade 3-</p> <p>Hispanic /Latino - 58% met or exceeded standards</p> <p>White - 40% met or exceeded standards</p> <p>EL's -25% met or exceeded standards</p> <p>Grade 4-</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>No subgroup met or exceeded standards</p> <p>Grade 5-</p> <p>Native American - 100% met standards</p> <p>White - 45% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Grade 6-</p> <p>Hispanic /Latino - 0% met or exceeded standards</p> <p>Native American - 0% met or exceeded standards</p> <p>White - 40% met or exceeded standards</p> <p>EL's - 25% met or exceeded standards</p> <p>Grade 7 -</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic /Latino - 4% met or exceeded standards</p> <p>Native American - 0% met standards</p> <p>White - 42% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Grade 8 -</p> <p>Hispanic /Latino - 15% met or exceeded standards</p> <p>Native American - 0% met standards</p> <p>White - 25% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Reclassified EL's - 28</p> <p>B. Most recent credentialed teacher</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>data based on the 2023 SARC report:</p> <p>Fully credentialed:11.15</p> <p>Without full credential: 3</p> <p>Teaching outside of subject area: 2</p> <p>C. All curriculum materials are CCSS aligned. Studysync English Language Arts Curriculum, as well as Middle School Math Solutions by Carnegie Learning has been adopted for grades 6th - 8th.</p> <p>D. Most current ELCAP data:</p> <p>55.1% progressed at least one level.</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>38.8% maintained current level.</p> <p>6.1% decreased a level.</p> <p>E. 55% of EL students are moving towards English Language proficiency.</p> <p>F. Elevating Student Voices" will continue to be implemented across all grade levels. The teachers will be focusing on the "what", "why" and "how" of learning and giving students the opportunity to learn based on the UDL teaching strategies. The final student interviews, conducted in June 2024, will be used to identify areas of growth in student voice. The goal of this program is that by increasing student voice, we increase student engagement and outcomes.</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>G. Arena broad course of study will be measured by local indicators rubric.</p> <p>H. 100% of Math and ELA curriculum contains ELD and language development activities which adhere to CSS. If students are struggling in accessing curriculum, interventions will be used to support challenges in the form of 1:1, small group, tutoring, or resource support.</p>				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core subject areas	Devote resources to core subject area planning time, professional development, materials, and intervention class time, including Math, Reading/ELA, Writing, Science, Common Core Standards, as well as incorporating data and assessments to monitor student progress to specifically support ELs, Low Income and students with disabilities to address and support learning loss.	\$357,317.00	Yes
1.2	Technology and Mentorship	Encourage programs, materials, professional development, support, and community involvement with a technology focus. Locally, unduplicated students are better supported when teachers are trained in technological strategies. Technology gives more access to academic resources to support unduplicated students learning loss. Beginning teacher mentorships, other professional development, and community partnerships support ELs, Low Income and students with disabilities by producing highly trained and develop staff members who have access a variety of resources.	\$41,596.00	Yes
1.3	Electives and Extra-Curricular Activities	Cultivate elective area planning time, class time, professional development, and materials including electives and alternative learning. Create create broad course access including	\$86,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups and students with special needs to support missed learning. Support extra-curricular activities such as athletics.		
1.4	English Language Development	Provide ELD monitoring, program implementation and professional development.	\$153,270.00	Yes
1.5	Counseling	Sustain counseling and social/emotional support.	\$139,311.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration: LCAP Priorities: Basic (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (Priority 5), Course Access (Priority 7), Student Outcomes (Priority 8).	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

This Goal was developed in coordination with the District's Strategic Plan in order to: 1) implement clear codes of conduct by following the District Organizational Chart at all times which support student and staff safety, teamwork and respect, 2) determine which alternatives to suspension (Restorative Practices in grades 6 – 12, PBIS in grades K – 5 and 6 – 12) that might work more effectively to increase student attendance and learning opportunities, 3) ensure that our facilities support us in maintaining a safe learning environment, and 4) establish Wellness Programs that enhance physical/social emotional well-being for students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>A. Student attendance rates 2022-23: TK- 5th grade 88% ADA, 6th-8th 90% ADA</p> <p>B. Decrease in chronic absenteeism. The student attendance rate for the 2023 SARC school year was:</p> <p>EL - 48.5%</p> <p>Homeless - 45.8%</p>	<p>A. Cumulative student attendance of June 2024, 89% TK - 5th and 90% 6th - 8th grades.</p> <p>B. As of June 2024, 45% of all students are chronically absent.</p> <p>C. According to the most current SARC data, the suspension</p>			<p>A. Cumulative student attendance by the end of 2023 will be above 95% overall.</p> <p>B. Cumulative chronic student absences will be less that 5% by the end of the 2025 school year.</p> <p>C. There will be a decrease in student</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Students w/disabilities - 37.6</p> <p>White - 52.2</p> <p>C. Decrease in suspension rate.</p> <p>D. M.S dropout and expulsion rate .</p> <p>E. Parent participation, including parents of low income, English learner an foster youth students.</p> <p>F. Continue the "Elevating Students Voices" program K-8 supported by Mendocino County Office of Education</p> <p>G. Teachers receive professional development on</p>	<p>rate was reported that 4.5% of students were suspended at least one day</p> <p>D. M.S dropout and expulsion rate 0%.</p> <p>E. Parents participation in programs and consultation for school governance. Parent surveys in English and Spanish at least 3 times per year; share via website, phone calls, Parent Square, SSC, ELAC and NAEAC.</p> <p>F. "Elevating Student Voices" will continue to be a site focus.</p> <p>Student interviews will be conducted at least twice per year to see growth on students' understanding of the "What", "Why", and "How" of what they are learning.</p>			<p>suspensions for the 2024-25 school year.</p> <p>D. M.S. dropout and expulsion rates will remain at 0%.</p> <p>E. 90% of parents will participate in programs, consultations for school governance, and respond to surveys.</p> <p>F. "Elevating Student Voices" will be 100% implemented K-8th grades.</p> <p>G. School surveys about school climate, governance and connectedness will be sent to parents 3 times per year will be responded to by 60% of parents/guardians.</p> <p>H. School Climate, governance and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>successful language acquisition, differentiating instruction and diverse social and cultural awareness strategies through Universal Design of Learning implementation.</p> <p>H. Surveys about school climate, governance and connectedness will be conducted at least once a year. Students will have access to on site, local surveys through Kelvin survey service.</p> <p>I. Campus will continue to be updated and repaired as needed.</p> <p>J. PBIS (Positive Behavioral Interventions and Supports) is implemented schoolwide, grades K-8th. The RULER SEL program will be introduced to the</p>	<p>G. 1 Early Release per month, Professional Development focus will include either UDL (Universal Design of Learning) or RULER (SEL) program which promotes Recognizing, Understanding, Labeling, Expressing and Regulating emotions strategies.</p> <p>H. Surveys about school climate, governance and connectedness will be sent out 3 times per year.</p> <p>I. New playground was installed and completed in the 2023-24 school year.</p> <p>J. PBIS practices to create proactive supports and to prevent</p>			<p>connectedness are approved and supported by 100% students, parents and staff.</p> <p>I. All necessary school modifications and improvements will be completed by the end of the 2024-25 school year.</p> <p>J. Through PBIS systems of supports, 100% of the student body will develop skills they need to benefit from core programs at the school.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students in the fall of the 2024-25 school year.	unwanted behaviors schoolwide, will be reviewed by all staff and students the first weeks of the 2024-25 school year.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Intervention and Support	Implement Positive Behavior Interventions and Support, and Restorative Practices, including staff time, professional development, and coordinator stipends.	\$24,257.00	Yes
2.2	Facilities and Maintenance	Perpetuate facilities planning, maintenance, staff time, and funding in order to maintain facility and grounds integrity.	\$173,437.00	No
2.3	Community Partnerships and Outreach	Promote community partnerships that nurtures community support, collaboration, and networks.	\$5,160.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Engage our Parents, Guardians and Community in a healthy/collaborative working partnership that supports growth and success of our students. LCAP Priorities: Basic (Priority 1), Parent Involvement (Priority 3), School Climate (Priority 6) A. Increased Family Engagement-(Back to School Open House Family Literacy/Math nights)</p> <p>B. School Climate Survey</p> <p>C. Increased participation in the English Learner Parent Advisory Committee</p> <p>D. Increased participation in the Native American Parent Advisory Committee</p> <p>E. Monthly school communication on upcoming events, student successes, and other announcements.</p>	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

This Goal was developed in coordination with the District's Strategic Plan in order to: 1) continue to improve communication with stakeholders, including strategies that eliminate language and cultural barriers (e-mail, face-book, phone calls, face to face meetings, community meetings), 2) enhance opportunities for parents, teachers and community to partner in supporting student learning at school and home, 3) partner with educational and business agencies to strengthen college and career opportunities for our students, and 4) hold consistent District English Learner Advisory Committee (DELAC) and Native American Education Advisory Committee (NAEAC) meetings. Specifically designed to meet the needs of parents of unduplicated student groups and students with special needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>A. Increased Family Engagement-(Back to School Open House Family Literacy/Math nights)</p> <p>B. School Climate Survey</p> <p>C. Increased participation in the English Learner Parent Advisory Committee</p> <p>D. Increased participation in the Native American Parent Advisory Committee</p> <p>E. Monthly school communication on upcoming events, student successes, and other announcements.</p>	<p>A. Sign-in sheets at each function to gather baseline data.</p> <p>Back to School Night was held on August 21, 2023:</p> <p>45% of parents attending.</p> <p>Open House was held on May 23, 2024:</p> <p>58% of parents attended</p> <p>B. A school climate survey, the California Healthy Kids, was taken in February of 2024 by staff, 5th, 6th, 7th and 8th graders.</p> <p>80% staff participation</p> <p>92% 5th grade participation</p> <p>96% Middle School participation.</p>			<p>A. 90% of parents and guardians attend family engagement functions each year.</p> <p>B. The School Climate Survey is completed by 90% of students, parents, guardian and teachers each year.</p> <p>C. 90% of parents attend the English Learner Advisory Committee to represent their child and/or children.</p> <p>D. 90% of parents attend the English Learner Advisory Committee to represent their child and/or children.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>C. ELAC/DELAC (English Learner Parent Advisory Committee) continued to see a lack of parent participation. Three meetings were conducted over the 2023-24 school year:</p> <p>10/24</p> <p>1/25</p> <p>4/25</p> <p>There was an average of 10 or less families represented at each meeting.</p> <p>D. The Native American Educational Advisory Committee met 3 times during the 2023-24 school year.</p> <p>9/19</p> <p>3/19</p> <p>5/17</p>			<p>E. The monthly school communication, "The Beacon," is sent in an English and Spanish version, to be delivered in digital and hardcopy form to 100% of families each year.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>On May 17th, and Honor Gathering was held to celebrate the academic and individual accomplishments of students TK-12 grades. Around 100 people attended that event.</p> <p>E. A hard copy of the school newsletter, "The Beacon", was delivered to 100% of students and families each month during the 2023-24 school year, in English and Spanish. A digital copy is given only upon request. The Parent Square, communications app, has made the delivery of a digital school newsletter possible.</p>				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communications with stakeholders	Regular communications with parents and the community, including stakeholder meetings, DELAC and NAEAC meetings, site newsletters in English and Spanish, and surveys. To promote parental/guardianship participation in programs for unduplicated students to and to increase EL parental participation. And finally, to keep below average class size numbers with the support of additional paraprofessionals.	\$6,199.00	Yes
3.2	Community liaisons and programs	Maintain important community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Arena Tech Center. Created to meet the specific needs of parents of unduplicated student groups and students with special needs.	\$20,914.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$406,309	\$30,206

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.905%	0.000%	\$0.00	18.905%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Core subject areas</p> <p>Need: When purchasing new curriculum we will prioritize connecting classrooms learning with identities and histories of our community. Arena will continue to refine current assessment tools to identify students' unique strengths and challenges and inform resource priorities. We will provide equitable</p>	<p>All curriculum will be NGSS and CCS aligned.</p> <p>The district will continue to use NWEA/MAP data to determine and track the growth and achievement at student, class, grade and school-wide levels. Writing and math benchmarks and performance tasks will be used to further assess students outcomes. The site will include student attendance data when determining interventions and support and most importantly we will eliminate policies that practices that result in inequities.</p>	<p>1. Curriculum will be NGSS and CCS aligned</p> <p>2. NWEA/MAP data to determine and track the growth and achievement at student, class, grade and school-wide levels.</p> <p>3. Writing and math benchmarks and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>opportunities for enrollment in a broad course of study.</p> <p>Scope: LEA-wide</p>		<p>performance tasks will be used to further assess students outcomes.</p> <p>4. Attendance data to be considered when determining interventions and support</p> <p>5. Eliminate policies that practices that result in inequities</p>
1.2	<p>Action: Technology and Mentorship</p> <p>Need: Every student will have accessibility to a Chrome Book.</p> <p>Scope: LEA-wide</p>	Technology gives more access to academic resources to support unduplicated students learning loss.	<p>1. Beginning teacher mentorships with veteran teachers</p> <p>2. Professional development designed to implement tech resources and strategies in the classroom</p> <p>3. Community partnerships with local tech professionals to bring real life, employable skills to the students</p>
1.3	<p>Action: Electives and Extra-Curricular Activities</p> <p>Need:</p>	By expanding elective options, a broad course of study based on interest and teacher availability.	Elective opportunities on the Master Schedule

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Electives</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: English Language Development</p> <p>Need: Regular meetings of the District English Language learner Advisory Committee needs to happen quarterly. Each year there will be an increase of the number of EL students reclassified as English proficient by the end of 5th grade. Likewise, there will be an increase of the number of EL students progressing towards English proficiency.</p> <p>Scope: LEA-wide</p>	<p>The action will build and education system that gives students a high quality education where they can pursue their own future and make positive contributions to their local economy.</p>	<p>1. Local and state assessment data.</p>
1.5	<p>Action: Counseling</p> <p>Need: MTSS model to provide students with tiers of support and resources needed for their individual, educational and emotional journey. This includes maintaining and/or increasing professional counseling services.</p> <p>Scope: LEA-wide</p>	<p>These actions will build a learning community that values the differences by creating a safe, orderly, productive, positive, healthy learning environment.</p>	<p>1. Anti-bullying program and violence prevention are implemented school wide</p> <p>2. Social emotional support TK - 8th grades</p> <p>3. Health and wellness programs in the classrooms</p> <p>4. Positive Behavior Intervention and Support</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			(PBIS) is integrated into the site behavior expectations and rewards system.
2.1	<p>Action: Positive Behavior Intervention and Support</p> <p>Need: PBIS practices to create proactive supports and to prevent unwanted behaviors schoolwide.</p> <p>Scope: LEA-wide</p>	PBIS data will be reviewed by all staff and students at least 3 times over the course of the school year to address any behavior issues that need attention. Whole class, small group and individual strategies/interventions will be used to create a continuous safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration.	<ol style="list-style-type: none"> 1. Tracking behavior referrals 2. SWIS data to review behavior patterns including time, place and severity
3.1	<p>Action: Communications with stakeholders</p> <p>Need: Strong community partnerships with diverse organizations and families to combat racism and all forms of bias along with providing unique educational opportunities for students outside of the school.</p> <p>Scope: LEA-wide</p>	Creating a learning community that values differences by creating a safe, orderly, productive, positive and healthy learning environment. To strengthen relationships so that school becomes a welcoming place for students, families, community members, staff and board members.	<ol style="list-style-type: none"> 1. Regular meetings of DELAC, NAEAC, Site Council over the course of the school year. 2. Student performances and/or presentations for families twice per year at a minimum. 3. Monthly newsletters

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
			4. Monthly surveys of school climate
3.2	<p>Action: Community liaisons and programs</p> <p>Need: Community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Arena Tech Center which provide specific needs of parents of unduplicated student groups and students with special needs.</p> <p>Scope: LEA-wide</p>	Communication and support for the parents and students which encourages feedback and a presence on campus and at a range of school functions.	Staffing positions filled

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
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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.

Students are and will continue to be instructed in and practice being independent thinkers and learners. They have access to on site counseling, tutoring and school devices are made available as needed. The goal is to foster student's independence and improve access to the curriculum including foster youth, English learners, low-income and individuals with exceptional needs. Additionally, throughout the day, students will work cooperatively, in groups, which better serves EL students with targeted instruction activities created within the framework

of ELD strategies. In order to achieve this goal, we will devote at least one half of staff professional development to ELD group instruction and language acquisition strategies. After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our low-income, English learners, Native American, and homeless students showed below normal growth on their MAP and CAASPP assessments in Math and English Language Arts. We will continue to provide intervention classes and summer bridge programs to increase the number of EL, foster youth, low-income and students with exceptional needs performing at proficient levels by increasing student outcomes on local and standardized assessments.

Other organizations or agencies available to students are:

1. Redwood Coast Medical Services which offers physical, emotional and dental health care
2. Action Network which offers internships, tutoring, anti-drug youth groups, food support, shelter information and vouchers, counseling and environmental education camps.
3. Mendonoma Health Alliance which offers financial support, internet access, case management , food support and health services.
4. Gualala Arts Center which offers an art summer camp and annually celebrates student artists in our local schools.
5. Rotary, Soroptimist, and Lions club which offer scholarships for various educational opportunities and higher learning endeavors.
6. EduAct which offers the experience and knowledge of local professionals in an array capacities, as needed by the schools and students. For example, tutoring, advocacy, industry expert speakers for class projects, among many other contributions are available through this organization.
7. Manchester/Point Arena Band of Pomo Indians offer scholarships to students who need financial assistnace with field trips or extracurricular activities. They have also graciously donated playground equipment such as balls, hula hoops, cones, jump ropes, and a set of educational board games, May 2021.
8. Redwood Coast Educational Foundation (RCEF) offers annual \$500.00 scholarship opportunities to every classroom teacher to be applied toward creative, educational projects.
9. Arena Boosters Club raises money to support student needs in the school. For example, computers andsports uniforms for boys and girls basketball teams.

Additional Concentration Grant Funding

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

N/A - Since we are a Basic Aid district, we do not receive the additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:12.87
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:14.00

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,149,246	\$406,309	18.905%	0.000%	18.905%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$546,074.00	\$131,534.00	\$263,627.00	\$66,686.00	\$1,007,921.00	\$928,420.00	\$79,501.00

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	Core subject areas	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$349,117.00	\$8,200.00	\$311,594.00	\$3,200.00		\$42,523.00	\$357,317.00	0
1	1.2	Technology and Mentorship	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$28,346.00	\$13,250.00	\$19,702.00	\$3,500.00	\$16,394.00	\$2,000.00	\$41,596.00	0
1	1.3	Electives and Extra-Curricular Activities	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$72,960.00	\$13,500.00	\$55,582.00	\$12,000.00	\$8,878.00	\$10,000.00	\$86,460.00	0
1	1.4	English Language Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$128,270.00	\$25,000.00	\$57,997.00	\$93,437.00	\$1,836.00		\$153,270.00	0
1	1.5	Counseling	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$129,311.00	\$10,000.00	\$64,656.00	\$19,397.00	\$55,258.00		\$139,311.00	0
2	2.1	Positive Behavior Intervention and Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$24,257.00	\$0.00	\$24,257.00				\$24,257.00	0
2	2.2	Facilities and Maintenance	All	No				Ongoing	\$172,937.00	\$500.00			\$173,437.00		\$173,437.00	
2	2.3	Community Partnerships and Outreach	All	No				Ongoing	\$5,160.00	\$0.00			\$5,160.00		\$5,160.00	
3	3.1	Communications with stakeholders	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$5,899.00	\$300.00	\$3,535.00		\$2,664.00		\$6,199.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	Community liaisons and programs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$12,163.00	\$8,751.00	\$8,751.00			\$12,163.00	\$20,914.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,149,246	\$406,309	18.905%	0.000%	18.905%	\$546,074.00	0.000%	25.408 %	Total:	\$546,074.00
								LEA-wide Total:	\$546,074.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Core subject areas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$311,594.00	0
1	1.2	Technology and Mentorship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,702.00	0
1	1.3	Electives and Extra-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,582.00	0
1	1.4	English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,997.00	0
1	1.5	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,656.00	0
2	2.1	Positive Behavior Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,257.00	0
3	3.1	Communications with stakeholders	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,535.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Community liaisons and programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,751.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$987,835.00	\$1,092,435.00

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	Core subject areas	Yes	\$366,100.00	\$357,921
1	1.2	Technology and Mentorship	Yes	\$41,732.00	\$36,435
1	1.3	Electives and Extra-Curricular Activities	Yes	\$107,924.00	\$136,145
1	1.4	English Language Development	Yes	\$110,728.00	\$165,935
1	1.5	Counseling	Yes	\$126,520.00	\$138,266
2	2.1	Positive Behavior Intervention and Support	Yes	\$23,093.00	\$24,311
2	2.2	Facilities and Maintenance	No	\$181,047.00	\$202,860
2	2.3	Community Partnerships and Outreach	No	\$5,017.00	\$5,042
3	3.1	Communications with stakeholders	Yes	\$5,941.00	\$5,186
3	3.2	Community liaisons and programs	Yes	\$19,733.00	\$20,334

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$501,494	\$520,390.00	\$518,713.00	\$1,677.00	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	1.1	Core subject areas	Yes	\$309,104.00	\$302,107	0	0
1	1.2	Technology and Mentorship	Yes	\$17,909.00	\$19,376	0	0
1	1.3	Electives and Extra-Curricular Activities	Yes	\$86,311.00	\$88,031	0	0
1	1.4	English Language Development	Yes	\$14,501.00	\$12,086	0	0
1	1.5	Counseling	Yes	\$50,608.00	\$55,038	0	0
2	2.1	Positive Behavior Intervention and Support	Yes	\$23,093.00	\$24,311	0	0
3	3.1	Communications with stakeholders	Yes	\$3,419.00	\$2,623	0	0
3	3.2	Community liaisons and programs	Yes	\$15,445.00	\$15,141	0	0

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,149,246	\$501,494	0.00%	23.333%	\$518,713.00	0.000%	24.135%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arena Union Elementary School District	Michelle Egger Principal	megger@aesfamily.org 707-882-2119

Goals and Actions

Goal

Goal #	Description
1	Implement an educational system that prepares students for success in college and/or career. LCAP Priorities: Basics (Priority 1), Implementation of State Standards including ELD standards (Priority 2), Student Achievement (Priority 4), Student Engagement (priority 5), Course Access including EL access to standards aligned material (Priority 7), and Other Student Outcomes (Priority 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. Local Benchmarks, MAPs Assessments, CAASPP, ELPAC Scores.</p> <p>B. Teachers are appropriately assigned and fully credentialed.</p> <p>C. Curriculum materials are CCSS and NGSS aligned.</p> <p>D. The EL pupils reclassification rate.</p>	<p>A. Increase the scores on local, CAASPP, ELPAC, and MAP assessments. Mid-year, 2021 MAP data showed that 28% of students were on track to meet college readiness in at least one core subject. Overall, Arena students had a below average growth in both Mathematics and English Language Arts. Mathematics has the lowest median growth percentile of the district overall.</p> <p>B. Most recent credentialed teacher</p>	<p>A. According the the most recent MAP data we did not see an increase in the scores on local MAP assessments. As a matter of fact, we saw a decrease of 4%, down to 23%, in the number of students who were on track to meet college readiness in at least one core subject. Overall, Arena students had a below overage growth in both Mathematics and English Language Arts. Mathematics has the lowest median growth percentile of the district overall.</p>	<p>A. MAP Achievement and Growth data was presented in March. In terms of growth, ARENA Elementary saw an upward trend with average to above average growth, in Math, from Fall to Winter in the 22-23 school year:</p> <p>3rd grade - 66%</p> <p>4-5th grades - 28%</p> <p>6-8th grades - 58%</p>	<p>A. There has been an increase of the scores on local MAP and ELPAC assessments, while scores declined on the 22-23 CAASPP assessment data.</p> <p>Mid-year, 2023-24 MAP data showed, that overall, in reading 26%, in Math 17%, in Language Usage 29% and in Science 37% of students were proficient or above. Overall, Arena students showed average and above average growth in</p>	<p>A. Improve Standardized and MAP test assessment scores each year. Increase the MAP assessment district median achievement scores to 50% and above for all subgroups.</p> <p>B. 100% of the certificated teaching staff is appropriately assigned.</p> <p>C. CCSS/NGSS aligned curriculum has been adopted for</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
E. Percentage of EL pupils progressing towards English proficiency.	data based on the 2019-20 SARC report: Fully credentialed:16 Without full credential: 1 Teaching outside of subject area:1	B. Current credentialed teacher data at the end of the 2021 - 22 school year: Fully credentialed:14 Without full credential: 2 Teaching outside of subject area: 0	In Reading, the data continued to show below average growth from Fall to Winter: 3rd grade - 31% 4-5th grades - 14% 6-8th grades - 38%	both Mathematics at 48% and English Language Arts at 47% growth. Data for the 2022-23 CAASSP Assessments shows that Arena Elementary scored below state levels in both ELA and Math for all ethnicities tested:	Middle School English Language Arts and Science and all teachers have received appropriate professional development to use with fidelity.
F. Implement "Elevating Student Voices" program K-8 supported by Mendocino County Office of Education	C. All curriculum materials are CCSS aligned, with the exception of 6-8th ELA. D. Most current ELCAP data:	C. All curriculum materials continue to be CCSS aligned with the exception of 6-8th grade ELA. We are currently piloting FOSS science kits for grades K-8th and California Studysync English Language Arts Curriculum for grades 6 - 8th.	Overall, Arena students had below overage achievement in both Mathematics and English Language Arts.	ELA Grade 3- Hispanic /Latino - 30% met or exceeded standards Native American - 100% met standards	D. Each year there is an increase of the number of EL students reclassified as English proficient by the end of 5th grade.
G . Arena has a broad course of study to include all unduplicated students.	Advanced- 11% Early Advanced- 24% Intermediated - 33% Early Intermediate- 20% Beginning - 13%		Math - 23% of students achieved average or above average scores.	White - 40% met or exceeded standards EL's - 0% met or exceeded standards	E. Each year there is an increase of the number of EL students progressing towards English proficiency.
H. Implementation of state standards including CCS and ELD standards and how English Learners will access these standards.	E. 18.18% of EL students met or exceeded standards on the Smarter Balanced Summative Math assessment, while 14.5% met or exceeded on the ELA assessment.	D. Our 2021 -22 ELCAP data will not be released until August 2022. E. The CAASPP (California Assessment of Student Performance and Progress)/Smarter	Reading: 29% of students achieved average of above average scores.		F. "Elevating Student Voices" is in place k-8th grades and is successfully connecting students to their learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>F. Introduction of the "Elevating Student Voices" to staff August of 2021</p> <p>G. Arena broad course of study will be measured by local indicators rubric. Beginning development in 2021</p> <p>H. 100% of Math and ELA curriculum contains ELD and language development activities which adhere to CSS. If students are struggling in accessing curriculum, interventions will be used to support challenges in the form of 1:1, small group, tutoring, or resource support.</p>	<p>Balanced Summary Assessments 2021-22 data will not be released until August 2022.</p> <p>F. The introduction and the initial stages of "Elevating Student Voices" began in November 2021. Over the 2021-22 school year, the M.C.O.E team visited the campus four different times. Each visit, team members dispersed into classroom to survey and collect student data about what and how they are learning and why it is important. AUES and MCOE will continue to develop the program into the 2022-23 school year. The goal of this program is that by increasing student voice, we increase student engagement and outcomes.</p>	<p>CAASPP student data for the 21-22 school year was reported in August 2022:</p> <p>In Math, ARENA students achieved well below the state average with the following scoring in the proficient or above range.</p> <p>3rd grade: 26%</p> <p>4th grade - 35%</p> <p>5th grade: 12%</p> <p>6th grade - 0%</p> <p>7th grade - 11%</p> <p>8th grade - 12%</p> <p>District wide:</p>	<p>Grade 4-</p> <p>Hispanic /Latino - 22% met or exceeded standards</p> <p>Native American - 0% met standards</p> <p>White - 20% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Grade 5-</p> <p>Hispanic /Latino - 6% met or exceeded standards</p> <p>Native American - 100% met standards</p> <p>White - 50% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p>	<p>outcomes and expectations.</p> <p>G Arena Elementary broad course of study will be firmly measured in the initial implementation phase be supporting all EL, Low Income and students with learning disabilities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>G. 100% of students were offered a broad course of study.</p> <p>H. 100% of students who were challenged by grade level curriculum were placed in interventions specifically to support academic content access in the form of 1:1, small group, tutoring, or resource support. ELD pull out and push in takes place in individual classrooms on a daily basis. The Middle School schedule now includes 4 days, 2 periods each day, Math and ELA intensive interventions. Primary grades 1-3 have a Monday - Thursday focused, isolated reading and language intervention time which focuses on the key skills to becoming an independent readers.</p>	<p>51.5% Caucasian students scored at or above proficient</p> <p>27.5% Native American students scored at or above proficient</p> <p>19% Hispanic/Latino students scored at or above proficient</p> <p>29% Not specific students scored at or above proficient</p> <p>In ELA/Reading, ARENA continued to score well below the state average with the following scoring in the proficient or above range:</p> <p>3rd grade - 28%</p> <p>4th grade - 35%</p> <p>5th grade - 32%</p> <p>6th grade - 34%</p>	<p>Grade 6-</p> <p>Hispanic /Latino - 14% met or exceeded standards</p> <p>White - 75% met or exceeded standards</p> <p>EL's - 16% met or exceeded standards</p> <p>Grade 7-</p> <p>Hispanic /Latino - 30% met or exceeded standards</p> <p>Native American - 100% met standards</p> <p>White - 57% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Reclassified EL's - 40% met or exceeded standards</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>7th grade - 42%</p> <p>8th grade - 37%</p> <p>District wide:</p> <p>55.5% Caucasian students scored at or above proficient</p> <p>46% Native American students scored at or above proficient</p> <p>20% Hispanic/Latino students scored at or above proficient</p> <p>23% Not specific students scored at or above proficient</p> <p>B. Current credentialed teacher data at the end of the 2022 - 23 school year:</p> <p>Fully credentialed:14</p>	<p>Grade 8-</p> <p>Hispanic /Latino - 30% met or exceeded standards</p> <p>White - 50% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Reclassified EL's - 42% met or exceeded standards</p> <p>MATH</p> <p>Grade 3-</p> <p>Hispanic /Latino - 58% met or exceeded standards</p> <p>White - 40% met or exceeded standards</p> <p>EL's -25% met or exceeded standards</p> <p>Grade 4-</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Without full credential: 2</p> <p>Teaching outside of subject area: 1</p> <p>C. All curriculum materials continue to be CCSS aligned. We are currently piloting NGSS science curriculum in grades 1st, 5th and 8th. Carolina Biological is being presented to students this Spring. While in the Fall, we will pilot StemScopes Science. Additionally, next year, we will be adopting Studysync English Language Arts Curriculum for grades 6 - 8th.</p> <p>D. 2021 -22 ELCAP reports should the following data for students who tested at a level 4, meaning they are reclassified</p>	<p>No subgroup met or exceeded standards</p> <p>Grade 5-</p> <p>Native American - 100% met standards</p> <p>White - 45% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Grade 6-</p> <p>Hispanic /Latino - 0% met or exceeded standards</p> <p>Native American - 0% met or exceeded standards</p> <p>White - 40% met or exceeded standards</p> <p>EL's - 25% met or exceeded standards</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>as English Language Proficient:</p> <p>K - 15%</p> <p>1st grade - 7%</p> <p>2nd grade - 12%</p> <p>3rd grade - 11%</p> <p>4th grade - 18%</p> <p>5th grade - 21%</p> <p>6th grade - 18%</p> <p>7th grade - 23%</p> <p>8th grade - 32%</p> <p>The 22-23 ELPAC data will not be released until August 2023.</p> <p>E. The 21 -22 CAASPP (California Assessment of Student Performance</p>	<p>Grade 7 -</p> <p>Hispanic /Latino - 4% met or exceeded standards</p> <p>Native American - 0% met standards</p> <p>White - 42% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Grade 8 -</p> <p>Hispanic /Latino - 15% met or exceeded standards</p> <p>Native American - 0% met standards</p> <p>White - 25% met or exceeded standards</p> <p>EL's - 0% met or exceeded standards</p> <p>Reclassified EL's - 28</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>and Progress)/Smarter Balanced Summary Assessments for EL students reported that the following scored proficient or above in Math and ELA:</p> <p>Math</p> <p>3rd grade - 43%</p> <p>4th grade - 37%</p> <p>5th grade - 30%</p> <p>6th grade - 32%</p> <p>7th grade - 31%</p> <p>8th grade - 28%</p> <p>ELA</p> <p>3rd grade - 33%</p> <p>4th grade - 43%</p> <p>5th grade - 46%</p>	<p>B. Most recent credentialed teacher data based on the 2023 SARC report:</p> <p>Fully credentialed:11.15</p> <p>Without full credential: 3</p> <p>Teaching outside of subject area: 2</p> <p>C. All curriculum materials are CCSS aligned. Studysync English Language Arts Curriculum, as well as Middle School Math Solutions by Carnegie Learning has been adopted for grades 6th - 8th.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>6th grade - 45%</p> <p>7th grade - 48%</p> <p>8th grade - 45%</p> <p>2022-23 data for ELL students will not be released until August 2023.</p> <p>F. "Elevating Student Voices" continued in the 22-23 school year. The M.C.O.E team visited the campus four times providing professional development. The focus for the year was the "What and Why" of our instructional practices. Each visit, team members dispersed into classrooms to survey and collect student data. The final professional development was focused on the</p>	<p>D. Most current ELCAP data:</p> <p>55.1% progressed at least one level.</p> <p>38.8% maintained current level.</p> <p>6.1% decreased a level.</p> <p>E. 55% of EL students are moving towards English Language proficiency.</p> <p>F. Elevating Student Voices" continued to be implemented across all grade levels. The teachers focused on the "what", "why" and "how" of learning and giving students the opportunity to learn based on the UDL teaching strategies The</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>outcome of student interviews, conducted in May 2023, to identify areas of growth in student voice. AUES and MCOE will continue to develop the program into the 2023-24 school year with a focus on assessment. The goal of this program is that by increasing student voice, we increase student engagement and outcomes.</p> <p>G. 100% of students were offered a broad course of study.</p> <p>H. 100% of students who were challenged by grade level curriculum were placed in interventions specifically to support academic content access in the form of 1:1, small group, tutoring, or resource</p>	<p>final student interviews, conducted in June 2024, will be used to identify areas of growth in student voice. The goal of this program is that by increasing student voice, we increase student engagement and outcomes.</p> <p>G. Arena broad course of study will be measured by local indicators rubric.</p> <p>H. 100% of Math and ELA curriculum contains ELD and language development activities which adhere to CSS. If students are struggling in accessing curriculum, interventions were used to support challenges in the form of 1:1, small group, tutoring, or resource support.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			support. ELD pull out and push in took place in individual classrooms on a daily basis. The Middle School schedule continues to offer 4 days a week, 2 periods of Math and ELA intensive interventions. Primary grades 1-3 have a Monday - Thursday focused, isolated reading and language intervention time, which focuses on the key skills to becoming an independent readers.		

Goal Analysis

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

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

There has been an increase of the scores on local MAP and ELPAC assessments, while scores declined on the 22-23 CAASPP assessment data.

Mid-year, 2023-24 MAP data showed, that overall, in reading 26%, in Math 17%, in Language Usage 29% and in Science 37% of students were proficient or above. Overall, Arena students showed average and above average growth in both Mathematics at 48% and English Language Arts at 47% growth.

The positive growth is attributed to UDL strategies used in the classroom, Multi-Tiered Systems of Support to streamline interventions, K-2 isolated reading instruction, AST and SST meetings.

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

- Goal 1 Action 1: The difference between Budgeted Expenditures (\$366k) and Estimated Actual Expenditures (\$358k) is primarily due to - 1) higher expenditures for intervention and early release session related salaries based on staffing changes (-8k).
- Goal 1 Action 2: The difference between Budgeted Expenditures (\$42k) and Estimated Actual Expenditures (\$36k) is primarily due to - 1) higher technology supplies purchased (+6k), lower BTSA expenses (-10k), and lower travel/conference related expenses (-2k).
- Goal 1 Action 3: The difference between Budgeted Expenditures (\$108k) and Estimated Actual Expenditures (\$136k) is primarily due to - 1) higher instructional programs purchased (+20k), and 2) higher athletic expenses (+8k).
- Goal 1 Action 4: The difference between Budgeted Expenditures (\$111k) and Estimated Actual Expenditures (\$166k) is primarily due to - 1) higher ELA/ELD curricula purchased (+54k), and 2) higher benefit costs for the ELD aide (+1k).
- Goal 1 Action 5: The difference between Budgeted Expenditures (\$127k) and Estimated Actual Expenditures (\$138k) is primarily due to - 1) an added SEL training (+6k), 2) MFT services (+10k), and 3) less Counselor staffing/benefit expenses because of a staffing change (-5k).

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

The positive growth is attributed to UDL strategies used in the classroom, Multi-Tiered Systems of Support to streamline interventions, K-2 isolated reading instruction, AST and SST meetings. By making these actions a priority, this year the CAASPP data shows that 55% of our EL students are making progress towards language proficiency. Our MAP scores also reflected the positive growth in reading and Math of our Native American students within the district.

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

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

Goals and Actions

Goal

Goal #	Description
2	Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration: LCAP Priorities: Basic (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (Priority 5), Course Access (Priority 7), Student Outcomes (Priority 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. Student attendance rates (93% 2018-19)</p> <p>B. Decrease in chronic absenteeism. The student attendance rate for the 2018-19 school year was 93% with chronic abseteeism being 7% of the student population.</p> <p>C. Decrease in suspension rate.</p> <p>D. M.S dropout and expulsion rate .</p> <p>E. Parent participation, including parents of low income, English learner an foster youth students.</p>	<p>A. Cumulative student attendance of May 2021, 92.46% of students are attending Distance and Hybrid Learning.</p> <p>B. As of May 2021, 21.2% of students are chronically absent.</p> <p>C. According to the most current SARC data, the suspension rate was 7 for the 2019-2020 school year.</p> <p>D. M.S dropout and expulsion rate 0%.</p> <p>E. Parents participation in programs and</p>	<p>A. Cumulative students attendance of May 2022, 85.83% of students are attending in person learning.</p> <p>B. As of May 2022, 60.8% of students are chronically absent. This large percentage is directly tied to Covid-1 Health Orders and safety protocols.</p> <p>C. The current SARC data remain the same as there has not been an update since last reported in 2019-20.</p>	<p>A. Cumulative ADA for the 2022 - 23 school year, as of of May 2023, was 88% for K - 5th grades and 90% for grades 6th - 8th.</p> <p>B. As of May 2023, 54% of students were chronically absent which was a decrease over the 21-22 school year. This large percentage is directly tied to health and safety protocols. However, we have seen a trend of families requesting independent study contracts for vacations taken during in-school days.</p> <p>C. The current 2021-22 SARC data for ARENA Elementary is as follows: Female students: 52.9% Male Students: 47.1% Ethnicity:</p>	<p>A. Cumulative student attendance of June 2024, 89% TK - 5th and 90% 6th - 8th grades.</p> <p>B. As of June 2024, 45% of all students are chronically absent. Currently, this is at a rate of a 9% improvement over last year.</p> <p>C. According to the most current SARC data, the suspension rate was reported that 4.5% of students were</p>	<p>A. Cumulative student attendance by the end of 2024 will be above 95% overall.</p> <p>B. Cumulative chronic student absences will be less that 5% by the end of the 2024 school year.</p> <p>C. There will be a decrease in student suspensions for the 2023-24 school year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>F. Implement "Elevating Students Voices" program K-8 supported by Mendocino County Office of Education</p> <p>G. Teachers receive professional development on successful language acquisition, differentiating instruction and diverse social and cultural awareness strategies. (GLAD)</p> <p>H. Surveys about school climate, governance and connectedness</p> <p>I. 3 portables deemed unsafe will be replaced. This is a DSA, planned project. Fit review.</p> <p>J. PBIS (Positive Behavioral Interventions and Supports) is implemented</p>	<p>consultation for school governance. Parent surveys in English and Spanish at least 3 times per year; share via website, phone calls, SSC, ELAC and NAEAC.</p> <p>F. Introduction of the "Elevating Student Voices" to staff August of 2021.</p> <p>G. 1 Early release per month, Professional Development focus/GLAD (Guided Language Acquisition Design) or ELD strategies will be introduced to staff.</p> <p>H. Surveys about school climate, governance and connectedness will be sent out 3 times per year.</p> <p>I. Portables awaiting removal. Fit review.</p> <p>J. PBIS practices to create proactive supports and to</p>	<p>D. M.S. dropout and expulsion rate remains 0%.</p> <p>E. Parents continue to participate in programs and consultation for school governance through SSC, ELAC, NAEAC meetings. Additionally, social media, phone calls, and emails are used as other forms of communication. The Healthy Kids Survey, went out to parents in November 2021. This survey is in both Spanish and English. The results were shared with the school board in March Of 2022.</p> <p>F. "Elevating Student Voices" is in the implementation stage. The M.C.O.E. team has made 3 site visits during the 2021-22 school year to survey students about their thoughts on education. The program will continue</p>	<p>NA - 4.7% Hispanic or Latino - 63.3% Two or More Races - 3.3% White - 28.8 %</p> <p>Student Groups - EL - 29.5% Homeless - 10.2% Socioeconomically Disadvantaged - 70.2%% Student with Disability - 14.4%</p> <p>D. M.S. dropout and expulsion rate remains 0%.</p> <p>E. Parents continue to participate in programs and consultation for school governance through SSC, ELAC, NAEAC meetings. Additionally, social media, phone calls, and emails are used as other forms of communication. This year we also brought on-line, Parent Square, an app which offers mass notifications (forms, permission slips and general announcements), and teacher communication resources more efficiently.</p> <p>The Healthy Kids Survey, went out to parents in January 2023. This survey is in both Spanish and English. The results will be shared with the Point Arena</p>	<p>suspended at least one day</p> <p>D. M.S dropout and expulsion rate 0%.</p> <p>E. Parents participation in programs and consultation for school governance was the following:</p> <p>Parent surveys in English and Spanish went out 1 time this year. School events and updates were shared via website, phone calls, Parent Square, SSC, ELAC, NAEAC and Point Arena Schools Board Meetings. Back-To-School Night and Open House took place during the school year.</p>	<p>D. M.S. dropout and expulsion rates will remain at 0%.</p> <p>E. 90% of parents will participate in programs, consultations for school governance, and respond to surveys.</p> <p>F. "Elevating Student Voices" will be 100% implemented K-8th grades.</p> <p>G. School surveys about school climate, governance and connectedness will be sent to parents 3 times per year will be responded to by 60% of parents/guardians.</p> <p>H. School Climate, governance and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
schoolwide, grades K-8th.	prevent unwanted behaviors schoolwide, will be reviewed by and/or introduced to whole staff and students the first weeks of the 2021-22 school year.	<p>into the 2022-23 school year and will focus on students' verbalization and expectations of their education.</p> <p>G. Three Early Release days, during the 2021-22 school year were designated to focus on ELD strategies designed for teachers to use in the classroom. GLAD (Guided Language Acquisition Design) were not introduced due to the impacts of Covid-19 on the daily schedule.</p> <p>H. Only one survey in Spanish and English went out to the parents this year. The California Healthy Kids Survey was given in November of 2021. Only 15 out of 210 families responded.</p> <p>I. New portables were placed in the Fall of 2021 and are in full</p>	<p>Schools Board of Trustees .</p> <p>The data from the survey for the 2022-23 school year showed:</p> <p>5th grade:</p> <p>16/21 or 76% of the students participated. 63% felt connected to school. 79% were academically motivated. 63% found school boring. 69% felt high expectations. 100% had rule clarity. 75% felt they were treated fairly.</p> <p>7th grade:</p> <p>13/22 or 59% of the students participated. 45% felt connected to school. 50% were academically motivated. 69% found school boring. 62% felt high expectations.</p>	<p>Back-To-School Night: 8/21 - 45% of parents attended</p> <p>Open House: 5/23 - 58% of parents attended</p> <p>SSC Meeting dates: 8/28, 9/21, 10/19, 12/7, 1/17, 2/15, 3/21, 4/11, 5/16</p> <p>ELAC/DELAC Meeting dates: 10/24, 1/25, 4/25</p> <p>NAEAC Meeting dates: 9/19, 3/19, 5/17</p>	<p>connectedness are approved and supported by 100% students, parents and staff.</p> <p>I. Portables removed or remodeled and new classroom space is made available to students and staff.</p> <p>J. Through PBIS systems of supports, 100% of the student body will develop skills they need to benefit from core programs at the school.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>operation as classroom space.</p> <p>J. PBIS practices were reviewed and adjusted each month by the entire staff. These practices will continue to be used and improved upon in the 2022-23 school year as a means to promote positive behaviors school wide.</p>	<p>F. "Elevating Student Voices" is in its second year of implementation. The M.C.O.E. team made 4 site visits during the 2022 -23 school year to provide staff professional development, survey and interview students about their thoughts on education. The M.C.O.E team was looking for whether or not student had a clear understanding of and can articulate outcomes, relevance, assessment strategies and criteria for success. The program will continue into the 2023-24 school year and will focus on student assessment.</p> <p>G. Two Early Release days, during the 2022-23 school year were designated to focus on ELD strategies designed for teachers to use in the classroom. Once again, GLAD (Guided Language Acquisition Design) were not introduced to the staff and professional development days were taken up by "Elevating Student Voices", "We Are Resilient" (an SEL program offered by M.C.O.E.) emergency preparedness, MAP Essential Reports and NGSS science curriculum trainings.</p> <p>H. We sent out one parent survey in 2022-23 regarding school climate, and return to</p>	<p>Board Meeting dates: 8/9, 9/13, 10/11, 11/15, 12/13, 12/17, 3/13, 4/9/ 5/8, 6/13</p> <p>F. "Elevating Student Voices" continued to be a site focus and is 100% implemented into the school systems. Student interviews were conducted twice during the 2023-24 year. These interviews were to check the progress of students' understanding of the "What", "Why", and "How" of what they are learning.</p> <p>G. 1 Early Release per month, Professional Development focus was either UDL (Universal Design of Learning) or RULER</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>school intent. Currently, we received approximately a 50% response. Additionally, school climate, safety, student academic programs topics were addressed in our ELAC, DELAC, NAEAC and Site Council meetings.</p> <p>I. The new portables have been occupied for over a year and a half. Room 14 is being used as a k-5 resource center, whereas, Room 15 is being utilized for reading intervention, testing and as a ELD program center. Overall FIT review was rated as good.</p> <p>J. PBIS practices were reviewed and adjusted each month by the entire staff. These practices will continue to be used and improved upon in the 2023-24 school year as a means to promote positive behaviors school wide.</p>	<p>(SEL) program which promotes Recognizing, Understanding, Labeling, Expressing and Regulating emotions strategies.</p> <p>UDL meeting dates: 8/28, 10/11, 11/1, 12/6, 2/28, 4/4</p> <p>RULER meeting dates: 10/4, 12/13, 5/15</p> <p>H. Surveys about school climate was completed in February of 2024 in the form of the California Healthy Kids Survey. School governess and connectedness discussions happened monthly at the Point Schools Board</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>meetings and Site Council meetings.</p> <p>I. New playground was installed and completed in the 2023-24 school year.</p> <p>J. PBIS practices to create proactive supports and to prevent unwanted behaviors schoolwide, were reviewed by all staff and students at the beginning and mid-point of the 2024-25 school year. Additionally, after every extended vacation, "Expectation Stations" were developed to review behavior expectations school wide. This year a student store was created and occurred bi-monthly where students could spend their "Pirate Bucks" on</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				merchandise. "Pirate Bucks" were rewarded for safe, respectful and responsible behaviors. This was a very successful endeavor.	

Goal Analysis

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

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

"Elevating Student Voices" continued to be a site focus and is 100% implemented into the school systems. Student interviews were conducted twice during the PBIS practices to create proactive supports and to prevent unwanted behaviors schoolwide, were reviewed by all staff and students at the beginning and mid-point of the 2024-25 school year. Additionally, after every extended vacation, "Expectation Stations" were developed to review behavior expectations school wide. This year a student store was created and occurred bi-monthly where students could spend their "Pirate Bucks" on merchandise. "Pirate Bucks" were rewarded for safe, respectful and responsible behaviors. This was a very successful endeavor.

Along with improvements to PBIS strategies Arena also partnered with Action Network, a local agency who provided behavioral health support for Tier 3 students, individual and family counseling, social emotional and early prevention interventions, SEL support with the RULER program. We also collaborated with a behavioral health counselor to ensure all students have access to Culturally Competent Family Strengthening services

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.

Goal 2 Action 1: There is no material difference between Budgeted Expenditures (\$23k) and Estimated Actual Expenditures (\$24k).

Goal 2 Action 2: The difference between Budgeted Expenditures (\$181k) and Estimated Actual Expenditures (\$203k) is primarily due to - 1) higher estimated actual transfers out to deferred maintenance and facilities funds (+35k), and 2) higher maintenance related salaries and benefits (-13k).

Goal 2 Action 3: There is no material difference between Budgeted Expenditures (\$5k) and Estimated Actual Expenditures (\$5k).

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

As much as we try to build and strengthen our positive behavior supports, the data reported on the California Healthy Kids Survey was very concerning.

In 5th grade:

39% reported school connectedness

61% reported academic motivation

30% reported caring relationships at school

77% reported high expectations

6% reported meaningful participation

45% reported perceived school safety

24% reported school fairness

70% reported school rule clarity

59% reported social emotional learning support

59% reported antibullying climate

69% reported positive behavior

61% reported parent involvement in schooling

21% reported facilities upkeep

In grades 6-8:

38% reported school connectedness

55% reported academic motivation

39% reported caring relationships at school

54% reported high expectations

24% reported meaningful participation

50% reported perceived school safety

57% reported no harassment

52% reported no mean rumors

73% reported no fear of getting beaten up

95% reported no substance use at school

9% reported facilities upkeep

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

Arena will be using the Kelvin survey platform to conduct monthly school climate check-ins with students, families and staff to collect data on the state of our site in regards to maintaining a Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Engage our Parents, Guardians and Community in a healthy/collaborative working partnership that supports growth and success of our students. LCAP Priorities: Basic (Priority 1), Parent Involvement (Priority 3), School Climate (Priority 6) A. Increased Family Engagement-(Back to School</p> <p>Open House</p> <p>Family Literacy/Math nights)</p> <p>B. School Climate Survey</p> <p>C. Increased participation in the English Learner Parent Advisory Committee</p> <p>D. Increased participation in the Native American Parent Advisory Committee</p> <p>E. Monthly school communication on upcoming events, student successes, and other announcements.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. Increased Family Engagement-(Back to School</p> <p>Open House</p> <p>Family Literacy/Math nights)</p> <p>B. School Climate Survey</p> <p>C. Increased participation in the English Learner Parent Advisory Committee</p> <p>D. Increased participation in the Native American Parent Advisory Committee</p> <p>E. Monthly school communication on upcoming events, student successes,</p>	<p>A. Sign-in sheets at each function to gather baseline data.</p> <p>B.School Climate Survey to be completed by students, parents, guardians, and teachers by September 2021. Data needed.</p> <p>C. Sign-in sheets at each function to gather baseline data.</p> <p>D. Sign-in sheets at each function to gather baseline data.</p> <p>E. The school newsletter titled "The Beacon" is delivered to students and families 10 times annually, during the student school year.</p>	<p>A. Back to School Night was canceled in September 2021, due to a Covid-19 outbreak. Family Literacy/Math Night did not take place due to Mendocino County health orders and safety protocols. Open House took place on May 19, 2022 and approximately 35% of parents and guardians attended. Sign-in sheets were used in each classroom to document attendance.</p> <p>B. A school climate survey, the California Health Kids Survey, was taken by staff, 5th and 7th grades, was conducted in November of 2021.</p> <p>C. Participation was lacking at the English Learner Parent Advisory Committee (ELAC). Three meetings were conducted over the</p>	<p>A. Back to School Night was held on September 19th, 2022, approximately 35% of parents and guardians attended. Sign-in sheets were used in each classroom to document attendance.</p> <p>B. A school climate survey, the California Health Kids Survey, was taken by staff, 5th and 7th grades, was conducted in February of 2022. 76% of 5th graders and 59%of 7th graders participated.</p> <p>C. Participation was lacking at the English Learner Parent Advisory Committee (ELAC). Three meetings were conducted over the 2022-23 school year.</p> <p>November 29th</p>	<p>A. Sign-in sheets at each function were used to gather baseline data.</p> <p>Back to School Night was held on August 21, 2023:</p> <p>45% of parents attending.</p> <p>Open House was held on May 23, 2024:</p> <p>58% of parents attended</p> <p>B. A school climate survey, the California Healthy Kids, was taken in February of 2024 by staff, 5th, 6th, 7th and 8th graders.</p> <p>80% staff participation</p> <p>92% 5th grade participation</p>	<p>A. 100% of parents and guardians attend family engagement functions each year.</p> <p>B. The School Climate Survey is completed by 100% of students, parents, guardian and teachers each year.</p> <p>C. 100% of parents attend the English Learner Advisory Committee to represent their child and/or children.</p> <p>D. 100% of parents attend the English Learner Advisory Committee to represent their child and/or children.</p> <p>E. The monthly school</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and other announcements.		<p>2021-22 and the average attendance was approximately six parent representatives at each meeting.</p> <p>D. NAEAC meetings took place October 21, 2021, March 24th, 2022, June 1, 2022. The average attendance for these meeting was 25 parent representative and 10 students per meeting.</p> <p>E. A hard copy of the school newsletter, "The Beacon", was delivered to 100% of students and families each month during the 2021-22 school year, in English and Spanish. A digital copy is given only upon request. Next year, we will implement Parent Square, a communications app, which will make the delivery of a digital</p>	<p>March 21st</p> <p>May 23rd</p> <p>On the average, attendance was under 10 parent representatives at each meeting.</p> <p>D. 4 NAEAC meetings took place November 1, December 7, March 21st, and May 24th during the 2022-23 school year. The average attendance for these meeting was 25 parent representative and 10 students per meeting. The May 24th meeting was an "Honor Gathering", a celebration of learning with the students and their families, complete with a dinner.</p> <p>E. A hard copy of the school newsletter, "The Beacon", was</p>	<p>96% Middle School participation.</p> <p>C. ELAC/DELAC (English Learner Parent Advisory Committee) continued to see a lack of parent participation. Three meetings were conducted over the 2023-24 school year:</p> <p>10/24</p> <p>1/25</p> <p>4/25</p> <p>There was an average of 10 or less families represented at each meeting.</p> <p>D. The Native American Educational Advisory Committee met 3 times during the 2023-24 school year.</p> <p>9/19</p>	<p>communication, "The Beacon," is sent in an English and Spanish version, to be delivered in digital and hardcopy form to 100% of families each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>school newsletter possible.</p>	<p>delivered to 100% of students and families each month during the 2022-23 school year, in English and Spanish. A digital copy is given only upon request. The Parent Square, communications app, has made the delivery of a digital school newsletter possible.</p>	<p>3/19 5/17</p> <p>On May 17th, and Honor Gathering was held to celebrate the academic and individual accomplishments of students TK-12 grades. Around 100 people attended that event.</p> <p>E. A hard copy of the school newsletter, "The Beacon", was delivered to 100% of students and families each month during the 2023-24 school year, in English and Spanish. A digital copy is given only upon request. The Parent Square, communications app, has made the delivery of a digital school newsletter possible.</p>	

Goal Analysis

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

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

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.

Goal 3 Action 1: There is no material difference between Budgeted Expenditure (\$6k) and Estimated Actual Expenditures (\$5k).

Goal 3 Action 2: There is no material difference between Budgeted Expenditure (\$19k) and Estimated Actual Expenditures (\$20k).

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023