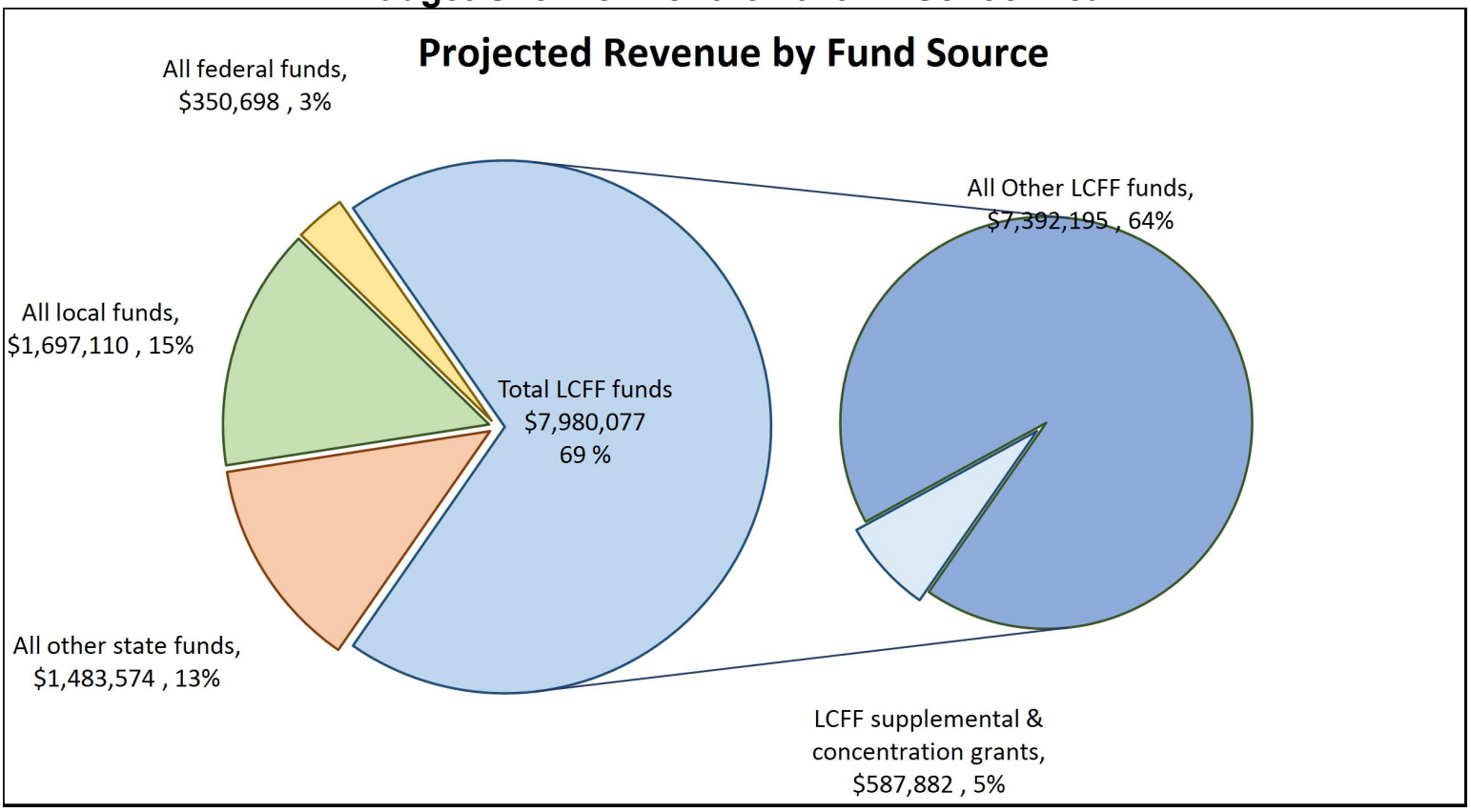
Approved by the POUSD Governing Board on June 12, 2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piner-Olivet Union School District
CDS Code: 49 70870 0000000
School Year: 2026-27
LEA contact information:
Tony Roehrick
Superintendent
troehrick@pousd.org
707-522-3000

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

Budget Overview for the 2026-27 School Year

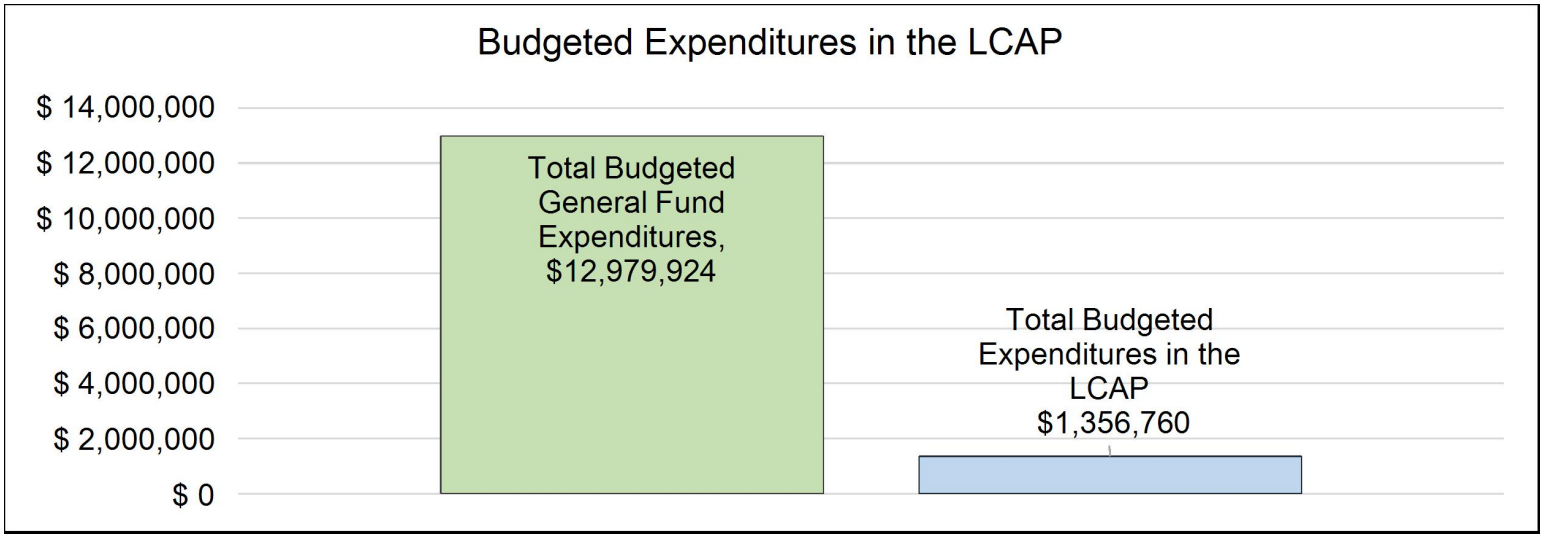


This chart shows the total general purpose revenue Piner-Olivet Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piner-Olivet Union School District is $11,511,459, of which $7,980,077 is Local Control Funding Formula (LCFF), $1,483,574 is other state funds, $1,697,110 is local funds, and $350,698 is federal funds. Of the $7,980,077 in LCFF Funds, $587,882 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Piner-Olivet Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Piner-Olivet Union School District plans to spend $12,979,924 for the 2026-27 school year. Of that amount, $1,356,760 is tied to actions/services in the LCAP and $11,623,164 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Operations and Maintenance: Non-instructional supplies and materials, including custodial, maintenance, legal, and professional services such as utilities, insurance, etc. Additional budgeted expenditures that are not included in the LCAP: Certificated Teacher Salaries and Benefits not specifically listed in the LCAP; Site Principal Salaries not specifically listed in the LCAP; District Office Management and overhead costs; and IT support.

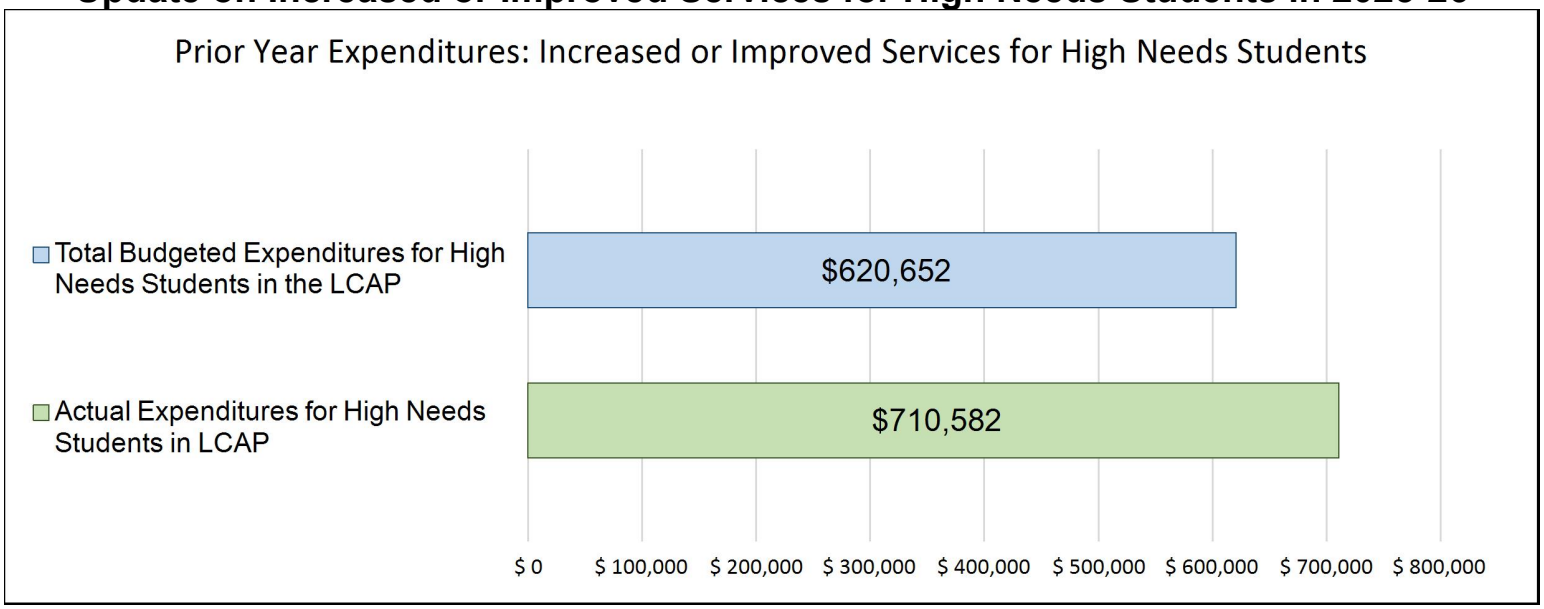
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Piner-Olivet Union School District is projecting it will receive $587,882 based on the enrollment of Foster Youth, English learner, and low-income students. Piner-Olivet Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Piner-Olivet Union School District plans to spend $585,203 towards meeting this requirement, as described in the LCAP.

The District has several qualitative contributing actions outside of the LCFF supplemental and concentration grants for 2026-27. An example of this is the Justice League to support students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Piner-Olivet Union School District's LCAP budgeted $620,652 for planned actions to increase or improve services for high needs students. Piner-Olivet Union School District actually spent $710,582 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Piner-Olivet Union School District	Tony Roehrick Superintendent	troehrick@pousd.org 707-522-3000

Plan Summary [2026-27]

General Information

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

The Piner-Olivet Union School District (POUSD) is located in Sonoma County, which is located in Northern California and is a part of the North Bay region of the San Francisco Bay Area. Sonoma County is known for its diverse landscapes of rolling hills, redwood forests, rivers, and a rugged Pacific coastline. Sonoma County covers 1,788 square miles, making it the largest county in the North Bay in terms of area. Our school district is located in Santa Rosa, California and specifically, the Coffey Park Neighborhood. POUSD oversees four charter schools and one "district" school which is Jack London Elementary School, a TK-6th grade school. The data represented in this report focuses solely on Jack London. District charter schools (Piner-Olivet Charter School (7th and 8th grade), Northwest Prep (Home Study Program K-12th and Project-Based Learning: 7th-12th grade), Olivet Elementary (TK-6th), and Morrice Schaefer (TK-6th) will complete their own LCAP. Our district's vision is: Inspiring joyful and innovative learning in an ever-changing world. Our district mission is "As a community, we engage In authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth." The ethnic composition of Jack London is: Asian 15.6%, Black 3.5%, Multiracial 6.9%, Native American 3.1%, Pacific Islander 1.7%, White 63.5%, and Declined to State 5.6%. The enrollment of Jack London Elementary (which is technically the same enrollment as "Piner-Olivet Union School District" for the purpose of state reporting) has 296 students, where approximately 73% of students are considered socio-economically disadvantaged and 19% are considered English Language learners and approximately 0% are considered Foster Youth. POUSD is proud of our long and storied history, as we are celebrating over 100 years of success, serving Santa Rosa students and their families. In more recent history, we were awarded the CDE's "Pivotal Practice Award" in 2022. Our Coffey Park Neighborhood has been struggling during unprecedented times the past few years starting with the 2017 fires, COVID19 Pandemic and Distance Learning. However, our community has been rebounding, rebuilding, and our enrollment is starting to increase at Jack London School.

The POUSD's 2026-2027 Local Control and Accountability Plan (LCAP) serves as the district's strategic plan has been restructured and updated in a manner that clearly reflects the goals, metrics, actions, and funding. For the 2026-2027 school year, our district does not have any schools identified for the Equity Multiplier.

Reflections: Annual Performance

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

2026-2027 LCAP (Based on 2025 CA Dashboard)

SUCCESSES based on 2025 CA Dashboard and Local Data:
State indicators where Jack London Elementary School received "green" or "blue" performance level on the 2025 Dashboard for "all students"
There were no indicators where the LEA/School received "green" or "blue" performance level on the 2025 Dashboard for "all students"
STAR Reading and STAR Math increase in almost every grade level
Foundational Skills increased in almost every grade level

The following local indicators were at the "standard met" level.
Basic Services
Implementation the Academic Standards
Parent and Family Engagement
Local Climate Survey
Access to Broad Course of Study

CHALLENGES based on 2025 CA Dashboard and Local Data:
Overall indicators where the Jack London Elementary School received the lowest performance level ("red") on one or more state indicators on the 2025
Dashboard for “all students”
There were no indicators where the LEA/School received "red" performance level on the 2025 Dashboard for "all students"
STAR Reading: Decrease in Kindergarten
STAR Math: Decrease in 3rd Grade
Foundational Skills: Decrease in Kindergarten

Student groups at Jack London Elementary School that received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard:
ELA: English Learners
We are addressing the needs of English Learners through our 2026-2027 LCAP by providing a TOSA that support English Language Learners and provides professional development to both certificated and classified staff on how to support English Learners.

2026- 2027 Required Actions

Differentiated Assistance 2025: Not Applicable
Equity Multiplier Goal: Not Applicable

ELS IF OVER 30
Our required actions are English Learner Progress to meet our Indicators for English Learners. The actions which address these areas for English Learners are:
1.1, 1.2, and 1.3 in GOAL 1
2.1, 2,2, and 2.3 in GOAL 2
3.2 and 3.3 in GOAL 3

LTELS IF OVER 15
Our required actions are English Learner Progress to meet the Indicators for Longterm English Learners. The actions which address these areas for our Longterm English Learners are:
1.1, 1.2, and 1.3 in GOAL 1
2.1, 2,2, and 2.3 in GOAL 2
3.2 and 3.3 in GOAL 3

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Learning Recovery Emergency Block Grant is: Funding for county offices of education, school districts, and charter schools for learning recovery initiatives that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being.
Based on our needs assessment that focused on academic achievement and engaging educational partners, we will use the funds in the following ways in 2026-2027:
1. To support classroom learning and increase academic achievement through the use of Lexia EL and Renaissance programs to provide additional support for our students (Socioeconomically Disadvantaged, English Learners and White) as well as support our English Language Learners to increase English Learner Progress (English Learners) (Goal 1 Action 1: Student Engagement and Goal 1 Action 2: Curriculum and Pedagogy) which supports the allowable uses of LREBG by supporting academic learning recovery.

To see our needs assessment, please click here:
https://docs.google.com/document/d/1uToJac_eGbO0LLYZGoXeEcMfNMzCPCN8hhjsR-ZN_rU/edit?usp=sharing

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2024-2025 Required Actions:
Here are the indicators where Jack London received "red" performance level on the 2023 Dashboard for "all students":
Chronic Absenteeism- Red *The actions which address these areas of red for chronic absenteeism are: 2.1, 2,2, and 2.3 in GOAL 2.

Here are the indicators where Jack London received "red" performance level on the 2023 Dashboard for "Not all students":
Chronic Absenteeism- English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities *The actions which address these areas of red for chronic absenteeism are: 2.1, 2,2, and 2.3 in GOAL 2.

Pupil Achievement- MATH- Hispanic *The actions which addresses these areas of red in math are: 1.1, 1,2, and 1.3 in GOAL 1.
Suspension- Socioeconomically Disadvantaged, Students with Disabilities, White *The actions which address these areas of red for suspension are: 2.1, 2,2, and 2.3 in GOAL 2.

Here are the indicators where Jack London received "red" performance level on the 2023 Dashboard for "All Student Groups":
Hispanic: ELA, Math, Chronic Absenteeism *The actions which address these areas of red for Hispanic Students are: 2.1, 2,2, and 2.3 in GOAL 2.
Socioeconomically Disadvantaged: Chronic Absenteeism, Suspension *The actions which address these areas of red for Socioeconomically Disadvantaged Students are: 2.1, 2,2, and 2.3 in GOAL 2.
Students with Disabilities: Suspension *The actions which address these areas of red for Students with Disabilities are: 2.1, 2,2, and 2.3 in GOAL 2.
White: Suspension *The actions which address these areas of red for White Students are: 2.1, 2,2, and 2.3 in GOAL 2.

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

Reflections: Technical Assistance

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

2026-2027
Jack London Elementary School was eligible for differentiated assistance based on the 2024 CA Dashboard. Jack London Elementary School was eligible based upon Students with Disabilities; and, English Language Learners. Students with Disabilities were in the red in three LCFF Priority areas: Pupil Achievement; Chronic Absenteeism; and, Suspension Rate. English Learners were in the red in the three LCFF Priority Areas: English Language Progress indicator (ELPI), Chronic Absenteeism, and Suspension Rate.

As of the 2025 CA School Dashboard, Jack London Elementary School is no longer identified as DA eligible because we no longer have any student demographic group in red in two or more priority areas and we have met all local indicators.
Our eligibility in 2024 qualified us for 2 consecutive years of support through Sonoma County Office of Education.

As a means to address the above, Jack London Elementary School is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will be analyzing public data through the CA Dashboard as well as local data (STAR reading scores). Some of what the data indicates is that our two areas of focus for the 2025-2026 school year were supporting our English Learners in Academic Achievement since our English Learners were Red in ELA. Our Urgent Articulated Problems were:
ELA: Our Hispanic population (72 students) are 71.5 points below standard in ELA compared to 47.8 points below standard for our White student population (38 students).
Chronic Absenteeism: Our Socioeconomically disadvantaged population (178 students) are 33.7% chronically absent compared to 24% chronically absent student population for Sonoma County.

Some of the root causes of our Urgent Articulated Problem are technical as well as adaptive changes. For example, for Academic Achievement, implementing Tier One Instruction with fidelity is a technical change but also an adaptive change since it is a mindset shift in thinking about how to use the curriculum as a means to meet the needs of all students in the classroom. In addition, we worked on providing supports to our English Learners through ELA throughout the school year.

As we plan for the 2026- 2027 school year we will be focusing on Academic Achievement and Academic Engagement related to eligibility to meet the needs of our English Learners. We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes through CA Dashboard data, STAR reading scores, and progress monitoring through our Lexia EL scores.

2025-2026
ELIGIBILITY OF DIFFERENTIATED ASSISTANCE:
Piner-Olivet Union School District (Jack London) is eligible for differentiated assistance based on the 2023 and 2024 CA Dashboard for student demographic groups: Students with Disabilities; and, English Language Learners. Students with Disabilities were in the red in three LCFF Priority areas: Pupil Achievement; Chronic Absenteeism; and, Suspension Rate. English Learners were in the red in the three LCFF Priority Areas: English Language Progress indicator (ELPI), Chronic Absenteeism, and Suspension Rate.

ADDRESSING THE NEEDS OF STUDENTS BASED ON CA DASHBOARD:
As a means to address the above, Piner-Olivet Union School District is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will be analyzing public data as well as local data. Based on the 2023 CA Dashboard data, our two areas of focus for the 2024-2025 school year were Academic Achievement and Chronic Absenteeism since our Hispanic Student Population was Red in ELA and our Socioeconomically Disadvantaged Population was Red in Chronic Absenteeism. Some of the root causes of our Urgent Articulated Problem are technical as well as adaptive changes. For example, for Academic Achievement, implementing Tier One Instruction with fidelity is a technical change but also an adaptive change since it is a mindset shift in thinking about how to use the curriculum as a means to meet the needs of all students in the classroom. Another example, for Academic Engagement (Chronic Absenteeism), implementing a systematic way of looking at data to improve student absenteeism is technical but also, adaptive when looking at shifting mindsets through trauma informed practices and restorative practices. Below is our Urgent Articulated Problem in each area, what we implemented this year to address the area of concern as well as our new current data to determine whether we made growth in the specified area.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	School Feedback Surveys at all major events for families. Some general feedback from parents were: Positive school culture and community, appreciate the after school programs, student support, and communication is good. Parents would like to see more homework support and better communication and more academic rigor.
Students	Visits to all 4th and 5th grade classrooms for input and ideas on our LCAP goals and how to implement them in our schools. Some general feedback from students included: More after school enrichment activities!
Teachers	Teacher committees to inform next steps on the LCAP. Some general feedback from teachers included: Differentiated Instruction, UDL, culturally responsive training for classroom environment, AI support and training, home/school compact support and implementation, report card updates, and multilingual learner strategic plan support and implementation.
Principals and Administrators	Leadership Retreat reviewed LCAP goals and actions to create foci for next year. Some general feedback from principals and administrators included: continued equity work, support for student needs (counselor, psychologist, SPED support), English Language Learners support, attendance foci, consistency within the school district on implementing UDL within our Tier One curriculum, SPED/GenED professional development, and new teacher training orientation throughout the year.

Educational Partner(s)	Process for Engagement
Classified Staff	Classified reflection meeting to inform next steps on the actions for next year in regards to the LCAP. Some general feedback from Classified Staff included: have fully staffed program assistants and work on ratio for program assistants, continue work with supporting our multilingual learners, working with students with struggling behavior and understanding SPED processes and how to support our SWD
Local Collective Bargaining Units	Several committees that worked together to create plans for next year and discuss goals for next year. Some general feedback from Local Collective Bargaining Units were: Focus Groups, intervention time for students, and more grade level planning time.
English Language Parent Advisory Committee	LCAP was reviewed at the DELAC meeting. Some feedback from last year and this year were: more parent information nights, learning new languages and more ELD support.
Special Education Local Plan Area Administrator	LCAP was shared with our SELPA director in May. Feedback was as follows: -Liked how we discuss meaningful inclusion, belonging, and connection for your students with disabilities. -Gave specific areas to consider regarding Students Education and specifically how discipline is being addressed, meeting the Stat Performance Plan Indicator for Least Restrictive Environment and how we are addressing multilingual student needs prior to referring for Special Education consideration.
School Site Council	LCAP goals were presented at School Site Council and goals were discussed throughout the school year based on SSC agenda items. Some general feedback from parents included: input on the Home/School Compact and input on the Multilingual Learners Strategic Plan for the District.
Piner-Olivet Union School District Board	The board was provided presentation of the midyear LCAP in February and an update on the CA Dashboard. Feedback included praise for being out of Differentiated Assistance. The LCAP was sent to the Board for approval in June.

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

LCAP INFLUENCED BY EDUCATIONAL PARTNERS:
We engaged our educational partners several ways throughout the school year and used their feedback to make changes, edit and enhance

our LCAP:
1. We visited all 4th and 5th grade classrooms to receive more input about the goals and actions to meet the goals.
2. We held several committee meetings with representatives from different educational partners. Some of the comments and suggestions that were included are as follows:
Continue to focus on attendance throughout the year
Targeted parent communication through Home/School Compact goals
District AI policies and supports for next year
Report Card Updates to reflect current assessments and Tier 1 Instruction
Classroom Environment supports and district consistency
Increase PA support consistently and equally throughout the district schools
Increase professional development to support our English Language Learners and implement our Multilingual Learners Strategic Plan
Implement parent classes/information nights (ex. learning English, Restorative Practices, Trauma Informed Practices, CPR/First Aid)

NEEDS ASSESSMENT OVERVIEW:
We engaged our educational partners several ways throughout the 2025-2026 school year:
-Parents: School Feedback Survey were presented at family events throughout the school year to receive feedback. Some general feedback from parents included Positive school culture and community, appreciate the after school programs, student support, and communication is good. Parents would like to see more homework support and better communication and more academic rigor.
-Students: Focus student groups and visits to all 4th and 5th grade classrooms for input and ideas on our LCAP goals and how to implement them in our schools. Some general feedback from students included: more after school enrichment activities.
-Teachers: Committee input to inform needs. Some general feedback from teachers included: Differentiated Instruction, UDL, culturally responsive training for classroom environment, AI support and training, home/school compact support and implementation, report card updates, and multilingual learner strategic plan support and implementation.
-Leadership/Administration: Leadership Retreat to review LCAP goals and actions to create focus for next year. Some general feedback from principals and administrators included: continued equity work, support for student needs (counselor, psychologist, SPED support), English Language Learners support, attendance foci, consistency within the school district on implementing UDL within our Tier One curriculum, SPED/GenEd professional development, and new teacher training orientation throughout the year.
-Classified Staff: Classified reflection meeting to inform next steps on the actions for next year in regards to the LCAP. Some general feedback from Classified Staff included: have fully staffed program assistants and work on ratio for program assistants, continue work with supporting our multilingual learners, working with students with struggling behavior and understanding SPED processes and how to support our SWD.
Several committees that worked together to create plans for next year and discuss goals for next year.
-Local Collective Bargaining Units: Some general feedback from Local Collective Bargaining Units were: FOCUS groups to continue in K-3rd grade, intervention time for students, and more grade level planning time.
-DELAC: LCAP/Needs Assessment was reviewed at the DELAC meeting. Some feedback from last year and this year were: more parent information nights, learning new languages and more ELD support.
-School Site Council: LCAP goals were presented at School Site Council. Some general feedback from parents included: input on the Home/School Compact and input on the Multilingual Learners Strategic Plan for the District. In addition, tutoring and extra support for teachers in the classrooms which was included in our needs assessment.

NEEDS ASSESSMENT INFLUENCED BY EDUCATIONAL PARTNERS AND ACADEMIC ACHIEVEMENT:
We took all of the information from our educational partners and looked for patterns, we found that each of our educational partners stated that they would like additional support in the classroom and/support to help our students both academically and behaviorally. In addition, we looked at our local STAR data assessments and saw a need for improvement in academic achievement which will be supported by program assistants in the classroom.

To view our needs assessment, please click on the link below:
https://docs.google.com/document/d/1uToJac_eGbO0LLYZGoXeEcMfNMzCPCN8hhjsR-ZN_rU/edit?usp=sharing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Piner-Olivet Union School District has developed this goal based on our dashboard and local STAR data since our 2023 dashboard shows certain student groups are low in pupil achievement in ELA and Math and our Pupil Engagement (Chronic Absenteeism) is very high within our Hispanic and Socioeconomically disadvantaged student populations. In addition, our local data: STAR scores in reading and math needs improvement.

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

Action One: Student Engagement
Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning to ensure that all students have access to, and are expected to participate
Expected Outcomes: Increase Percentage of Students who are engaged in school, Increase Programs and Services to Unduplicated Students to increase engagement and Increase Attendance Percentages at our school site which in turn will increase academic achievement.
Metrics for Student Engagement: YouthTruth Survey: Student Engagement Questions, Programs and Services Developed and Provided to Unduplicated Students and Attendance Percentages

Action Two: Curriculum and Pedagogy
Focus on strategic yearlong planning using our curriculum that informs units in support of students and instructing students using pedagogical content knowledge, culturally responsive, and ELD supports (designated and integrated) to meeting grade level standards.

Expected Outcomes: Common yearlong planning maps that are standards aligned and culturally responsive for all grade levels that are aligned throughout the grades. Our expected outcome is that incorporated into lessons are ELD supports, checks for understanding and activities that promote critical thinkers which in turn will increase academic achievement.
Metrics for Curriculum and Pedagogy: YouthTruth Survey: Instructional Methods and Academic Challenges Questions, Standards Aligned Materials, Williams Complaints, Broad Course of Study, Misassignment of Teachers
and EL Access to CA Standards and ELD Standards

Action Three: Assessment
Use observable systems and routines for recording and using multiple assessment to support students' learning based on learning targets.
Expected Outcomes: Our school site has common formative assessments that are used with fidelity within the grade level and aligned through grade levels which provides common language and multiple assessments to support each individual students needs in order to increase academic achievement.
Metrics for Assessment: Star Reading and Math, TK-2nd Grade Orton-Gillingham Formative Assessment, CA Dashboard: CAASPP and EL Progress (ELPAC) and Reclassification of our English Language Learners

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Data: Percent Positive of students who answered on the YouthTruth Survey about Student Engagement: Does your teacher want you to do you best?	Spring 2024 YouthTruth Student Survey about Student Engagement: Does your teacher want you to do your best? 84% Percent Positive	Spring 2025 YouthTruth Student Survey about Student Engagement: Does your teacher want you to do your best? 91% Percent Positive	Spring 2026 YouthTruth Student Survey about Student Engagement: Does your teacher want you to do your best? 86% Percent Positive	Increase Student Engagement at least 5% Percent Positive each year	2% increase from baseline data which is below our target outcome for Year 2.
1.2	Local Data: Programs and Services Developed and Provided to Unduplicated Students and individuals with exceptional needs (Percentage of Unduplicated students participating in ELOP during the Fall, Winter,	Fall Session: 60 students Winter Session: 58 students Spring Session: 68 students Summer School: 46% of students enrolled in summer school are unduplicated students	100% Participation in Elevo (till December) 100% Participation in Art and Soul Fall Session: 49 Winter Session: 58 Spring Session: 53	100% Participation in Art and Soul Fall Session: 30 Winter Session: 46 Spring Session: Summer School: 250 students total for POUSD	Increase to 75 students for all sessions and increase to over 50% for summer school for enrolled unduplicated students	Fall Session: 30 below Winter Session: 12 below Spring Session: below Summer School: unduplicated students enrolled in summer school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Spring Sessions and Summer School)		Summer School: 151 students total for POUSD			
1.3	Attendance Percentage: P2	89.7% Attendance Rate	94.7% Attendance Rate	92.7% Attendance Rate	Increase Attendance Rate by 3% each year	3% increase of attendance rate from baseline
1.4	Local Data: Percent positive of students who answered on the Youth Truth Survey positive about instructional methods: Does your teacher ask if you are understanding what you are learning?	Spring 2024 YouthTruth Student Survey about instructional methods: Does your teacher ask if you are understanding what you are learning? 46% Percent Positive	Spring 2025 YouthTruth Student Survey about instructional methods: Does your teacher ask if you are understanding what you are learning? 49% Percent Positive	Spring 2026 YouthTruth Student Survey about instructional methods: Does your teacher ask if you are understanding what you are learning? 54% Percent Positive	Increase Instructional Methods at least 5% Percent Positive each year	Increased by 8% from baseline
1.5	Local Data: Percent positive of students who answered on the Youth Truth Survey positive about academic challenges: Does the work you do for class really make you think?	Spring 2024 YouthTruth Student Survey about academic challenges: Does the work you do for class really make you think? 34% Percent Positive	Spring 2025 YouthTruth Student Survey about academic challenges: Does the work you do for class really make you think? 42% Percent Positive	Spring 2026 YouthTruth Student Survey about academic challenges: Does the work you do for class really make you think? 43% Percent Positive	Increase Academic Challenges at least 5% Percent Positive each year	9% increase from baseline
1.6	Implementation of Academic Content Standards: Standards Aligned Materials	100%	100%	100%	Continue to reach 100% for Standards Aligned Materials	No change
1.7	Student Access to Instructional materials: Williams Complaints	0	0	0	Continue to reach 0 Williams Complaints	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Broad Course of Study	Standards Not Met	Standards Met	Standards Met	Reach standard met benchmark for Broad Course of Study	Standards Met
1.9	Properly Credentialed Teachers	100%	100%	100%	Continue to reach 100% for properly credentialed teachers	No Change
1.10	EL Access to California Standards and ELD Standards	100%	100%	100%	Continue to reach 100% for EL access to standards	No Change
1.11	Local Indicator: ELA Academic Indicator: Utilization of 2023--24 STAR results to establish each student's (K-6) baseline achievement levels	Spring 2024 STAR Results for ELA: Early Literacy (TK-1st): 39% 2: 46% 3: 37% 4: 34% 5: 36% 6: 41%	Spring 2025 STAR Results for ELA: TK-N/A K-62% (Early Literacy) 1st: 45% (Early Literacy) 2: 36% 3: 61% 4: 47% 5: 46% 6: 47%	Spring 2026 STAR Results for ELA: TK-N/A K- 42% (Early Literacy) 1st: 51% (Early Literacy) 2: 65% 3: 44% 4: 41% 5: 37% 6: 41%	Each student achieving + 50% STAR at or above grade level equivalency each school year	TK-N/A K-4% (Early Literacy) Decrease 1st: 5% (Early Literacy) Increase 2: 19% Increase 3: 7% Increase 4: 7% Increase 5: 1% Increase 6: Maintained
1.12	Local Indicator: Math Academic Indicator: Utilization of 2023--24 STAR results to establish each student's (K-6) baseline achievement levels	Spring 2024 STAR Results for Math: TK: N/A K: N/A 1: N/A 2: 34% 3: 36% 4: 35% 5: 16% 6: 30%	Spring 2025 STAR Results for Math: TK: N/A K: N/A 1: 50% 2: 47% 3: 53% 4: 30% 5: 38% 6: 59%	Spring 2026 STAR Results for Math: TK: N/A K: N/A 1: 57% 2: 42% 3: 31% 4: 39% 5: 37% 6: 41%	Each student achieving + 50% STAR at or above grade level equivalency each school year	TK: N/A K: N/A 1: 7% from last year 2: 8% Increase 3: 5% Decrease 4: 4% Increase 5: 21% Increase 6: 11% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	CAASPP Statewide Assessments: ELA Hispanic Students with Disabilities (SWD) Students Economically Disadvantaged (SED) English Language Learners (EL) White Asian Two of More Races	2023 CAASPP Results based on CA Dashboard: ELA: Orange (46.4 points below standards) Hispanic: Red-71.5 points below standards SWD: No performance color-144 points below standards SED: Orange-41.7 points below standard EL: Orange-61 points below standard White: Orange- 43.6 points below standard Asian: No Performance Level-26 points above standard Two or more Races: No Performance Level-73.5 points below standard Data Not Displayed for Privacy: African American, Filipino, Pacific Islander	2024 CAASPP Results based on CA Dashboard: ELA: Yellow (38.6 points below standards) Hispanic: Yellow-51.7 points below standards SWD: No Performance Level-128.4 points below standards SED: Orange-48.3 points below standard EL: Yellow- 56.6 points below standard White: Yellow-39.9 points below standard Asian: No Performance Level-16.1 points above standard Data Not Displayed for Privacy: African American, Filipino, Pacific Islander, Two or More Races, LTELs, Homeless	2025 CAASPP Results based on CA Dashboard: ELA: Yellow (35.5 points below standards) Hispanic: Orange-54.5 points below standards SWD: No Performance Level-132.5 points below standards SED: Orange-48.7 points below standard EL: Red- 73.4 points below standard White: Orange- 46 points below standard Asian: No Performance Level-9.4 points above standard Data Not Displayed for Privacy: African American, Filipino, Pacific Islander, Two or More Races, LTELs, Homeless	Continue to improve student achievement to increase CA Dashboard to green in ELA in 3 years Increase our student demographics one band level each year till green	ELA difference: 10.9 increase Hispanic: 17 increase SWD: 11.8 increase SED: 7 decrease EL: 12.4 decrease White: 2.4 decrease Asian: 16.6 increase
1.14	EL Progress (ELPAC)	Status: 48.6% Increase: 7.4%	Status: 28.2% Decrease: 21.8%	Status: 37.5% Decrease: 7.8%	Achieve 5% growth each year	Decrease: 11.1% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Orton-Gillingham Formative Assessments/Foundational Skills (TK-2nd): 1-4 point rubric	Spring 2024 Average from 1-4 rubric with 4 exceeding standards: TK: 3.21 K: 3.52 1st: 2.67 2nd: 2.62	Spring 2024 Average from 1-4 rubric with 4 exceeding standards: TK: Data Not Available K: Data Not Available 1st: 2.81 2nd: 2.40 3rd: Data Not Available	Spring 2025 Average from 1-4 rubric with 4 exceeding standards: TK: 3.24 K: 3.17 1st: 3.16 2nd: 3.31 3rd:	Increase phonics scores by a minimum of .2 each year	TK: .03 Increase K: .35 Decrease 1: .49 Increase 2: .69 Increase
1.16	Reclassification Rate	8% English Language Learners were reclassified in 2023-2024	0% English Language Learners were reclassified in 2024-2025	10% English Language Learners were reclassified in 2025-2026	RFEP at least 20% of English Language Learners each year	Increase of 2% from baseline
1.17	CAASPP Statewide Assessments: Math Hispanic Students with Disabilities (SWD) Students Economically Disadvantaged (SED) English Language Learners (EL) White Asian Two of More Races	2023 CAASPP Results based on CA Dashboard: Math: Orange (71.1 points below standard) Hispanic: Red-103 points below standards SWD: No performance color-193 points below standards SED: Yellow- 73.3 points below standard EL: Orange-84.5 points below standard White: Orange- 47.8 points below standard	2024 CAASPP Results based on CA Dashboard: Math: Orange (72.4 points below standard) Hispanic: Yellow-86.6 points below standards SWD: No performance color-149.7 points below standards SED: Orange- 87 points below standard	2025 CAASPP Results based on CA Dashboard: Math: Yellow (52.6 points below standard) Hispanic: Yellow-64.4 points below standards SWD: No performance color-144.8 points below standards SED: Yellow- 69.6 points below standard	Continue to improve student achievement to increase CA Dashboard to green in Math in 3 years Increase our student demographics one band level each year till green	Math difference: 18.5 increase Hispanic: 38.6 increase SWD: 48.2 increase SED: 3.7 increase EL: 18.3 increase White: 31.3 decrease Asian: 6.6 decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: No Performance Level-6.1 points below standard Two or more Races: No Performance Level-89.5 points below standard Data Not Displayed for Privacy: African American, Filipino, Pacific Islander	EL: Red-95.6 points below standard White: Orange-65.9 points below standard Asian: No Performance Level-14.6 points below standard Data Not Displayed for Privacy: Two or More Races, African American, Filipino, Pacific Islander, Homeless, LTELs	EL: Yellow-66.2 points below standard White: Orange-79.1 points below standard Asian: No Performance Level-12.7 points below standard Data Not Displayed for Privacy: Two or More Races, African American, Filipino, Pacific Islander, Homeless, LTELs		
1.18	Statewide Assessment CAST	25% of students met or exceeded 11.11 Exceeded (Level 4) 13.89 Met (Level 3) 61.11 Nearly Met (Level 2) 13.89 Not Met (Level 1)	20% of students met or exceeded 6.67 Exceeded (Level 4) 13.33 Met (Level 3) 63.33 Nearly Met (Level 2) 16.67 Not Met (Level 1)	17.65% of students met or exceeded 2.94 Exceeded (Level 4) 14.71 Met (Level 3) 70.59 Nearly Met (Level 2) 11.76 Not Met (Level 1)	Continue to improve student achievement on the California Science Test by over 50% of students meeting or exceeding expectations	Decrease of 5% of students meeting or exceeding 8.17 Exceeded Decrease .82 Met Increase 9.48 Nearly Met Increased 2.13 Not Met Decreased
1.19	The LEA will promote parental participation in programs for unduplicated students and students with exceptional needs.	2023-24 Students with exceptional needs: 100% Parent participation in IEP meetings.	2024-25 Students with exceptional needs: 100% Parent participation in IEP meetings Unduplicated: Spring ELOP	2025-26 Students with exceptional needs: 100% Parent participation in IEP meetings Unduplicated: Spring ELOP	Maintain target of Students with exceptional needs: 100% Target Unduplicated: 50 responses	Maintained 100% parent participation in IEP meetings. Decreased by 20 responses Increased 6% of enjoyment of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unduplicated: Spring ELOP Survey to families (39 responses) 84% enjoyed enrichment activities 69% logistics easy to follow	Survey to families (35 responses) 80% enjoyed enrichment activities 86% logistics easy to follow	Survey to families (19 responses) 90% enjoyed enrichment activities 79% logistics easy to follow	90% enjoy enrichment activities 90% logistics easy to follow	enrichment activities Increase 10% of logistics easy to follow

Goal Analysis [2025-26]

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.

Goal 1: Student Engagement, Curriculum & Assessment

The following narrative summarizes the implementation, outcomes, challenges, and successes associated with Actions 1.1 through 1.3 of our Local Control Accountability Plan. These actions reflect our district's ongoing commitment to student engagement, culturally responsive pedagogy, and data-informed assessment practices. Each action is an ongoing effort that continues to evolve in response to student performance data, staff professional development, and community input.

Action 1.1 – Student Engagement (Ongoing)
Implementation Overview
Throughout this plan year, the district maintained an ongoing focus on student engagement through a variety of research-based strategies and support structures. Community Circles were implemented as a foundational practice to build classroom community and foster a sense of belonging. GLAD (Guided Language Acquisition Design) strategies and English Language Development (ELD) supports were embedded across instructional settings to address the needs of English Learner (EL) students. Our EL Teacher on Special Assignment (TOSA) provided targeted support for both integrated and designated ELD, facilitated professional development, and offered ELPAC preparation assistance for staff and students.

Additional engagement strategies included the use of Anchor Charts to support visual learning, consistent posting of daily schedules to provide structure and predictability, and the integration of Art, Science, outdoor experiences, and collaborative group projects to foster authentic student engagement. Our Community Outreach Worker provided translation and family liaison services to ensure English Learner families had meaningful access to district communications and resources. An EL Paraprofessional supported English Learner students through integrated ELD instruction and after-school programming.

Areas for Continued Growth

While meaningful progress has been made, the district recognizes that consistency in implementation remains an area for continued development. Specifically, we are working to ensure that Community Circles, GLAD strategies, ELD supports, and Anchor Charts are used with fidelity and regularity across all classrooms. Consistent posting of daily schedules and increased integration of subject areas through Universal Design for Learning (UDL) frameworks in planning sessions are also ongoing priorities.

Challenges
The district encountered several notable challenges during this plan period. State assessment data revealed a decrease in proficiency rates among White and Asian student subgroups in both English Language Arts (ELA) and Mathematics on the CAASPP, which requires further analysis and targeted instructional response. Additionally, the district observed a decline in unduplicated student enrollment in enrichment classes, suggesting a need for more intentional outreach and advertising to unduplicated student families about available enrichment opportunities. Providing comprehensive wrap-around services to address family needs—particularly in support of improved attendance—continued to present logistical and resource challenges.

Successes
Despite the challenges noted above, the district celebrated several significant accomplishments in the area of student engagement. YouthTruth survey data reflected meaningful increases in student engagement, the quality of instructional methods, and the level of academic challenge experienced by students. Chronic absenteeism data showed improvement, with increased attendance percentages documented in Aeries. The district's systematic process of identifying students with chronic absenteeism and developing individualized Attendance Action Plans contributed to this positive trend.

This was the third year of implementing the district's summer school program, and family enthusiasm for student participation continued to grow. Students demonstrated increased excitement about attending school, supported by enrichment activities and targeted attendance intervention strategies.

Action 1.2 – Curriculum & Pedagogy (Ongoing)
Implementation Overview
The district made significant strides in curriculum alignment and pedagogical development during this plan period. Staff engaged in the development of yearlong curriculum plans and continued the integration of culturally responsive teaching practices. The Orton-Gillingham (OG) phonics program was implemented as a structured literacy support for students requiring foundational reading instruction. Designated and integrated ELD was embedded within classroom instruction to ensure equitable access for all learners, including English Learners.

Areas for Continued Growth
The district will focus on deepening teachers' capacity to implement UDL frameworks with greater consistency across grade levels and content areas. Ensuring fidelity in the implementation of both designated and integrated ELD instruction remains a priority, as does achieving consistent implementation of common curriculum across the entire district and developing systematic approaches to curriculum differentiation that meet the diverse needs of all learners.

Challenges
The district experienced a decline in California Science Test (CAST) scores, which warrants focused attention on science instruction and the integration of Next Generation Science Standards (NGSS). Consistent implementation of designated and integrated ELD with fidelity across

all classrooms continues to be an area requiring additional professional development and administrative support. Furthermore, ensuring that common curriculum is implemented uniformly across the district while simultaneously differentiating to meet individual student needs presents an ongoing instructional leadership challenge.

Successes
YouthTruth data indicated positive growth in student perceptions of instructional methods and academic challenge, affirming that shifts in pedagogical practice are having a meaningful impact on the student experience. CAASPP data, along with local STAR Reading and STAR Math assessment data, showed increases in both ELA and Mathematics achievement. The implementation of the Orton-Gillingham phonics program has provided structured literacy support and contributed to improved foundational reading skills among eligible students.

The district also achieved a major milestone through the establishment of common curriculum and common report card assessments across all subject areas at every grade level throughout the district. This alignment supports instructional coherence, equitable learning experiences, and more consistent communication with families regarding student progress.

Action 1.3 – Assessment (Ongoing)
Implementation Overview
The district continued to strengthen its assessment systems through the implementation of a comprehensive Assessment Calendar, common grade-level formative and performance assessments, and common grade-level rubrics. Regular 1:1 Teacher Meetings and Student-Outcome Conference (SOC) Meetings provided structured opportunities for teachers to review assessment data, identify student needs, and plan responsive instruction. Local assessment data on STAR Reading and STAR Math showed increases at nearly all grade levels, reflecting growth in students' academic achievement across literacy and mathematics.

Areas for Continued Growth
While assessment infrastructure has been significantly strengthened, the district acknowledges the need to ensure that common grade-level assessments are used with greater fidelity and consistency. A continued focus is placed on building teachers' capacity to use assessment data to directly inform instructional decision-making that meets the individual learning needs of students. Additionally, the district is working to more systematically align assessment results with report card communication to ensure families receive clear, data-informed information about their children's academic progress.

Challenges
As noted in Action 1.2, the district experienced a decline in CAST scores, indicating that science assessment outcomes require targeted attention. Ensuring consistent and reliable use of common assessments across all grade levels and classrooms remains an ongoing area of development.

Successes
The district achieved notable gains in state and local assessment outcomes. Overall CAASPP scores improved in both ELA and Mathematics, reflecting the collective impact of aligned curriculum, instructional improvements, and stronger assessment practices. Local data on STAR Reading and STAR Math also showed continued growth across grade levels. An important indicator of English Learner program effectiveness was reflected in an increased reclassification rate of English Learner students, demonstrating meaningful progress in language acquisition and academic achievement among this student population.

Summary
Actions 1.1 through 1.3 collectively reflect the district's commitment to continuous improvement in student engagement, instructional quality, and data-informed assessment. While challenges remain—particularly in the areas of consistent implementation, science assessment outcomes, and equitable access to enrichment opportunities—the district's progress in attendance, student engagement, literacy, and assessment alignment demonstrates meaningful movement toward our LCAP goals. The district will continue to use data from YouthTruth, CAASPP, STAR assessments, and local indicators to inform planning, professional development, and resource allocation in the coming year.

There were no instances where we did not implement a planned action or implemented a planned action in a manner that differs from our original plan.

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.

A few material differences emerged between Budgeted Expenditures and Estimated Actual Expenditures.

Our planned expenditures for Goal/Action 1.1 exceeded our estimated actual expenditures by approximately $21,113.
Piner-Olivet Union School District anticipated a larger expenditure cost for personnel supporting ELD students than the estimated results for our expenditures.

Our estimated actual expenditures for Goal/Action 1.2 exceeded our planned expenditures by approximately $65,265.
Piner-Olivet Union School District provided greater personnel costs supporting our training of staff for curriculum use.

Our estimated actual expenditures for Goal/Action 1.3 is approximately par with our planned expenditures.

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

Overview
The following narrative describes the effectiveness and areas for growth across three key action areas under Goal 1: Student Engagement (Action 1.1), Curriculum and Pedagogy (Action 1.2), and Assessment (Action 1.3). Each action has been evaluated as partially effective, reflecting meaningful progress alongside persistent challenges that require continued attention and strategic refinement.

Action 1.1: Student Engagement — Partially Effective
This action area reflects a mixed but largely encouraging picture of progress. Across multiple data sources, the district has seen measurable gains in student engagement and attendance, while also identifying critical areas where implementation consistency must be strengthened.

Areas of Effectiveness
YouthTruth survey data indicates a positive trend in overall student engagement, as well as improvements in students' perceptions of instructional methods and academic challenge. These gains suggest that the intentional efforts to enrich the learning environment are resonating with students.

Chronic absenteeism data from Aeries demonstrates an increase in overall attendance percentages. The district has made notable strides through the identification of chronically absent students and the development of individualized attendance action plans, resulting in improved student presence and connection to school. The third year of summer school implementation has also been met with growing enthusiasm from families, reflecting increasing trust and community buy-in.
The introduction of enrichment activities—including art, science, outdoor experiences, and group projects—has contributed to increased student excitement about attending school. Community Circles, GLAD Strategies, ELD supports, and anchor charts have been identified as effective instructional tools when implemented consistently. Additionally, the deployment of an EL Teacher on Special Assignment (TOSA), a community outreach worker, a community liaison providing translation services, and an EL paraprofessional has meaningfully supported English Language Learner families in accessing both integrated ELD instruction and after-school programs.

Areas of Ineffectiveness
Despite these gains, CAASPP data reveals a decline in proficiency among White and Asian student subgroups in both English Language Arts (ELA) and Mathematics, indicating that engagement improvements have not yet translated uniformly into academic achievement across all student populations.
Additionally, the number of unduplicated students enrolling in enrichment classes has declined, pointing to persistent barriers in outreach and accessibility for this population. The district continues to face challenges in effectively communicating enrichment opportunities to unduplicated families and ensuring equitable access to wrap-around services necessary to support attendance improvements.
From an implementation standpoint, Community Circles, GLAD Strategies, ELD supports, the consistent use of anchor charts, the posting of daily schedules, subject area integration, and the application of Universal Design for Learning (UDL) in planning sessions have not yet been implemented with the level of consistency needed across classrooms. Strengthening the fidelity of these practices district-wide remains a key priority.

Action 1.1 Metric Data to Support (Partially Effective)
Challenges:
-Decrease in White and Asian students in math and ELA on the CAASPP
-Decrease of Unduplicated Students signing up for enrichment classes
-Providing all wrap around services needed to support family needs to for attendance increase
-Helping unduplicated student families sign up for enrichment classes and advertising different classes to families
Successes:
-Increase in Student Engagement per YouthTruth Data
-Increase in Student Engagement, Instructional Methods and Academic Challenges per YouthTruth Data
-Pupil Engagement based on Chronic Absenteeism-
-Increase in Attendance percentages per Aeries data, Identifying students with chronic absenteeism and creating attendance action plans
-Third year of implementing summer school and families are excited for students to attend
-Increase students excitement to come to school with enrichment activities and with our attendance action plans

Action 1.2: Curriculum and Pedagogy — Partially Effective
Curriculum and pedagogy efforts reflect meaningful foundational progress in establishing coherent instructional systems across the district, while also highlighting areas where full implementation has not yet been achieved.

Areas of Effectiveness
The district has successfully established a common curriculum and common report card assessments across all subject areas and grade levels, representing a significant step toward instructional coherence and equitable learning expectations for all students.
YouthTruth data reflects positive trends in student perceptions of instructional methods and the academic challenge level of their coursework, suggesting that pedagogical improvements are being felt by students. CAASPP scores, STAR Reading, and STAR Math local data all reflect overall increases in ELA and mathematics achievement, providing evidence that the curriculum investments are beginning to yield academic gains. The implementation of the Orton-Gillingham phonics program has been an additional strength, supporting foundational literacy development for students who need structured, systematic reading instruction.

Areas of Ineffectiveness
The district experienced a decline in California Science Test (CAST) results, indicating that science instruction and curriculum alignment require focused attention and support.
The implementation of designated and integrated English Language Development (ELD) with fidelity continues to be a challenge. Ensuring that ELD is delivered consistently, in both designated instructional blocks and integrated throughout content instruction, remains an ongoing area for growth. Similarly, while a common curriculum framework has been adopted, full implementation across the entire district—including meaningful differentiation to meet the diverse needs of all learners—has not yet been achieved. Addressing variability in instructional delivery and building teacher capacity to differentiate effectively are priorities moving forward.

Action 1.2 Metric Data to Support (Partially Effective)
Challenges:
-Decrease in CAST testing
-Challenges: Implementing with fidelity designated ELD and integrated ELD
-Challenges: Implementation of common curriculum throughout entire district, implementation of differentiation of curriculum to meet needs of all students
Successes:
-Increase in Instructional Methods and Academic Challenges per YouthTruth Data
-Pupil Achievement in ELA and Math-
-Success: Increase in CAASPP data and local data on STAR Reading and STAR Math, implementation of Orton-Gillingham phonics program
-Success: common curriculum and common report card assessments throughout the district in all subject areas

Action 1.3: Assessment — Partially Effective
Assessment-related actions have produced encouraging results in key outcome measures, while one area of concern warrants targeted intervention.

Areas of Effectiveness
The district has recorded overall increases in ELA and Mathematics proficiency on the CAASPP, as well as gains on local benchmark assessments including STAR Reading and STAR Math. These results reflect the positive impact of aligned curriculum, consistent use of formative assessment tools, and focused instructional support.

A particularly notable success is the increased rate of reclassification of English Learners, demonstrating that students are making meaningful progress toward English language proficiency and meeting the criteria for redesignation. This outcome reflects the effectiveness of ELD instructional supports, assessment monitoring, and the collaborative efforts of instructional staff and the EL TOSA.

Areas of Ineffectiveness
The decline in CAST (California Science Test) scores is a shared concern across Action 1.2 and Action 1.3. This trend suggests that science content knowledge and the assessment of science standards require greater instructional focus, professional development, and alignment between curriculum and assessment practices.

Action 1.3 Metric Data to Support (Partially Effective)
Challenges:
-Decrease in CAST testing
Successes:
-Increase overall in ELA and Math on CAASPP
-Increase of Reclassification of English Learners
-Pupil Achievement in ELA and Math-
Increase in CAASPP data and local data on STAR Reading and STAR Math
Action 1.1 Student Engagement (Partially Effective)
Effective: Community Circles, GLAD Strategies and ELD Supports, EL TOSA to support integrated and designated ELD/professional development/ELPAC support, Support Anchor Charts, Daily Schedule, Art, Science, Outdoor Experiences, and Group Projects, Community Outreach Worker translates and community liason to support English Language Learner families, EL paraprofessional to support English Language Learners with integrated ELD and after school programs.
Ineffective: Student Engagement- We are working on Consistently Implementing Community Circles, Consistently implementing GLAD Strategies and ELD Supports, and consistently utilizing Anchor Charts to support learning on classroom walls, Posting a Daily Schedule, and Integrating subject areas, using UDL in our planning sessions

Summary
Across all three action areas, the district has demonstrated meaningful progress in several key dimensions: increased student engagement, improved attendance, stronger ELA and math outcomes, successful English Learner reclassification, and the establishment of common curriculum and assessment systems. At the same time, there are clear priorities for the coming year, including strengthening the fidelity of instructional practices across classrooms, increasing equitable access to enrichment for unduplicated students, improving ELD implementation, addressing science assessment outcomes, and ensuring that all student subgroups experience academic growth. These findings informed our professional development priorities for the following year.

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

There were no instances where we did not implement a planned action or implemented a planned action in a manner that differs from our original plan. There will be no changes for the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Engagement	Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning to ensure that all students have access to, and are expected to participate. Some examples of how the student engagement will be addressed: Community Circles, GLAD Strategies and ELD Supports, EL TOSA to support integrated and designated ELD/professional development/ELPAC support, Support Anchor Charts, Daily Schedule, Art, Science, Outdoor Experiences, and Group Projects, Community Outreach Worker translates and community liason to support English Language Learner families, EL paraprofessional to support English Language Learners with integrated ELD and after school programs. Based on CA Dashboard 2023: This action addresses Red and DA eligibility for Pupil Achievement (ELA and Math): Hispanic Based on CA Dashboard 2024: This action addresses Red and DA eligibility for Pupil Achievement (Math): English Learners This action addresses Red and DA eligibility for English Learner Progress: English Learners This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): All and English Learners, Socioeconomically Disadvantaged, and White. This action addresses the requirement for English Language Learners. Based on CA Dashboard 2025: This action addresses Red for Pupil Achievement (ELA): English Learners Metrics to Monitor Effectiveness: -YouthTruth Survey: Student Engagement Questions	$161,122.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Programs and Services Developed and Provided to Unduplicated Students (Participation in ELOP programs) -Attendance Percentages from Aeries -California Dashboard: Chronic Absenteeism		
1.2	Curriculum and Pedagogy	Focus on strategic yearlong planning using our curriculum that informs units in support of students and instructing students using pedagogical content knowledge, culturally responsive, and ELD supports (designated and integrated) to meeting grade level standards. Some examples of this goal are: Using Culturally Responsive Curriculum, Implementing Differentiated Instruction, working on Yearlong Plans, OG Curriculum, implement designated (Lexia EL) and integrated ELD in the classroom to support all students learning. Based on CA Dashboard 2023: This action addresses Red and DA eligibility for Pupil Achievement (ELA and Math): Hispanic This action addresses the requirement for English Language Learners. Based on CA Dashboard 2024: This action addresses Red and DA eligibility for Pupil Achievement (Math): English Learners This action addresses Red and DA eligibility for English Learner Progress: English Learners This action addresses the requirement for English Language Learners. Based on CA Dashboard 2025: This action addresses Red for Pupil Achievement (ELA): English Learners This action addresses the requirement for English Language Learners. Metrics to Monitor Effectiveness: -YouthTruth Survey: Instructional Methods and Academic Challenges Questions -Access to Broad Course of Study -Student Access to Instructional Materials: Williams Complaints -Broad Course of Study -Properly Credentialed Teachers: Misassignment of Teachers	$43,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-EL Access to CA Standards and ELD Standards *This action is partially funded out of LREBG funds for the 2026-2027 school year.		
1.3	Assessment	Use observable systems and routines for recording and using multiple assessment to support students' learning based on learning targets. Some examples of this goal are: Assessment Calendar, Common Grade Level Assessments: Formative and Performance, Common Grade Level Rubrics, 1:1 Teacher Meeting/SOC Meetings and using these assessments to determine academic achievement, Lexia EL Progress Monitoring CA Dashboard 2023: This action addresses Red and DA eligibility for Pupil Achievement (ELA and Math): Hispanic This action addresses the requirement for English Language Learners. CA Dashboard 2024: This action addresses Red and DA eligibility for Pupil Achievement (Math): English Learners This action addresses Red and DA eligibility for English Learner Progress: English Learners This action addresses the requirement for English Language Learners CA Dashboard 2025: This action addresses Red for Pupil Achievement (ELA): English Learners This action addresses the requirement for English Language Learners Metrics to Monitor Effectiveness: -Star Reading and Math -TK-2nd Grade Orton-Gillingham Formative Assessment -CA Dashboard: CAASPP and EL Progress (ELPAC) -Reclassification of our English Language Learners *This action is partially funded out of LREBG funds for the 2026-2027 school year.	$14,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Well-Being: Support the social-emotional and physical well-being of all and recognize each person's inherent value.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Piner-Olivet Union School District has developed this goal based on our dashboard and local data (YouthTruth) since our 2023 CA Dashboard shows our socioeconomically disadvantaged students are very high (red) in school climate: suspension and we have chronic absenteeism as very high (red) for our hispanic and socioeconomically disadvantaged students. Our 2024 CA Dashboard shows we are still red in suspension among English Learners, Hispanic and Students with Disabilities. In addition, our 2024 CA Dashboard shows we are still red in chronic absenteeism for our English Learners, Socioeconomically Disadvantages,and White students. We are also trying to minimize our suspensions at the local level as well as keep track of our students who are receiving counseling services. In addition, our YouthTruth survey data shows improvement is needed in friendly environment, sense of belonging and school safety questions. Finally, we are also looking at our physical fitness testing and realizing we need to increase the scores for it as well to increase our whole child nurturance and lifelong wellness within our student population.

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

Action One: School and Classroom Safety
Support leaders, staff, families, and students in establishing and maintaining a physically and emotionally safe environment.
Expected Outcomes: Students, staff and parents respond over 90% on the YouthTruth Survey when asked about school safety and welcoming environment and lowering suspension and assertive discipline rates so students feel safer and ensuring that students receive the services that they need for counseling support at school.
Metrics for School and Classroom Safety: YouthTruth Survey: Friendly Environment and School Safety Questions, Suspension Rates, Expulsion Rates and Assertive Discipline and Counseling Data from Aeries

Action Two: Culture of Support and Belonging
Provide comprehensive student-centered programs that recognize each student's inherent value by integrating student voice and choice into learning experiences and activities that impact school climate.

Expected Outcomes: Students know that they have a trusted adult on campus at all times and students feel that they belong at school which increases our attendance percentage and minimizes our chronic absenteeism.
Metrics for Culture of Support and Belonging: YouthTruth Survey: Youth Truth- feeling a sense of belonging questions for each survey, Attendance Data and Chronic Absenteeism Rate

Action Three: Whole Child Nurturance and Lifelong Wellness
Develop, implement and support opportunities and experiences for all students, staff and families to understand, model and support their own and each other's social, emotional, and physical wellness.
Expected Outcomes: Our entire community supports the whole child and works together for lifelong wellness which includes social, emotion and physical wellness of everyone.
Metrics for Whole Child Nurturance and Lifelong Wellness: Physical Fitness Testing

Action Four: Mainstreaming and Parental Participation
Support Students with Disabilities, Staff and families with mainstreaming in general education classes and with all school activities to increase belonging and support within the school community.
Expected Outcomes: Our community embraces all students and supports them with mainstreaming in classrooms and with school activities to create an inclusive environment and community. Increase parent Participation in programs for individuals with exceptional needs in school and district committees and parent information nights.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of parents that feel the school has an environment that is welcoming and friendly based on Youth Truth Survey Parent Results	Spring 2024: My school creates a welcoming and friendly environment: 87% (Youth Truth Survey Results- parent results)	Spring 2025: My school creates a welcoming and friendly environment: 83% (Youth Truth Survey Results-parent results)	Spring 2026: My school creates a welcoming and friendly environment: 78% (Youth Truth Survey Results-parent results)	Increase percentage of parents by 5% each year	Decreased by 9%
2.2	Percentage of parents that feel their child's learning environment is safe based on Youth Truth Survey Parent Results Staff Results Student Results	Spring 2024: My child's learning environment is safe: 82% (Youth Truth Survey Results-parent results)	Spring 2025: My child's learning environment is safe: 80% (Youth Truth Survey Results-parent results)	Spring 2026: My child's learning environment is safe: 87% (Youth Truth Survey Results-parent results)	Increase percentage of parents by 3% each year	Parents- 5% increase Staff- 3% increase Students- 9% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		83% (Youth Truth Survey Results-staff results) 45% (Youth Truth Survey Results-student results)	75% (Youth Truth Survey Results-staff results) 57% (Youth Truth Survey Results-student results)	86% (Youth Truth Survey Results-staff results) 36% (Youth Truth Survey Results-student results)		
2.3	Suspension Rate	CA Dashboard: 2023 6% suspended at least one day	CA Dashboard: 2024 3.9% suspended at least one day	CA Dashboard: 2025 4.7% suspended at least one day	Decline by at least 0.3%, until 1% is reached.	Decreased Suspension Rate by 1.3% below our baseline data
2.4	Expulsion Rate	0%	0%	0%	Maintain a 0% Expulsion Rate	Same
2.5	Assertive Discipline and Counseling Percentages	Spring 2024 Aeries Data: Assertive Discipline: 9 students 3.5% Counseling Services Provided: 4 students 1.5% (Please note we are using a new system to enter and collect this data so all data is not provided at this time)	Spring 2025 Aeries Data: Assertive Discipline: 71 students 27.8% Counseling Services Provided: 20 students 7.8% (Please note we are using a new system to enter and collect this data so all data is not provided at this time)	Spring 2026 Aeries Data: Assertive Discipline: 18 students 6.3% Counseling Services Provided: 25 students 8.7% (Please note we are using a new system to enter and collect this data so all data is not provided at this time)	Continue to decrease the number of Assertive Discipline cases Continue to provide counseling Services to students in need	*Please Note: we are learning and using our new tracking system Assertive Discipline: 9 students increased Counseling Services: 21 students increased
2.6	Percent Positives on the Youth Truth Survey Student Results on Relationships: When you are upset, is there an adult from school you can talk to?	Spring 2024: Students feel they have an adult that they can talk to at school: 33% (Youth Truth Survey Results-student results)	Spring 2025: Students feel they have an adult that they can talk to at school: 52% (Youth Truth Survey Results-student results)	Spring 2026: Students feel they have an adult that they can talk to at school: 41% (Youth Truth Survey Results-student results)	Increase percentage of students that feel they belong by 5% each year	8% Increase above baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Attendance Rate	89.7%	94.02%	92.7%	Achieve an attendance rate of 98%+	3% Increase above baseline data
2.8	Chronic Absenteeism Rate	CA Dashboard: 2023 30.2% (Red) Chronically Absent	CA Dashboard: 2024 30.3% (Red) Chronically Absent	CA Dashboard: 2025 19.3% (Yellow) Chronically Absent	Achieve Chronic Absenteeism Green on the CA Dashboard	10.9% decrease from baseline data
2.9	Physical Fitness Testing	Spring 2024: Percentage of Students who participated in Physical Fitness Testing: 100%	Spring 2025: Percentage of Students who participated in Physical Fitness Testing: 100%	Spring 2026: Percentage of Students who participated in Physical Fitness Testing: 100%	Increase Percentage of Students who participated in Physical Fitness Testing to 100% and maintain	Same
2.10	Facilities in Good Repair (FIT Report)	100%	100%	100%	Continue to maintain a 100% on facilities in good repair	Same
2.11	Mainstreaming SWD	Spring 2026: 100% of SWD mainstreamed into General Education Classes	N/A	100%	Continue to maintained 100% of SWD mainstreamed into General Education Classes	Same

Goal Analysis [2025-26]

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.

Goal 2: School Safety, Culture, Wellness & Inclusion

The following narrative summarizes the implementation, outcomes, challenges, and successes associated with Actions 2.1 through 2.4 of our Local Control Accountability Plan. These actions reflect the district's sustained commitment to creating and maintaining physically and emotionally safe school environments, fostering a culture of belonging and support, nurturing the whole child through social-emotional and

physical wellness, and ensuring meaningful inclusion and participation for all students, including those with disabilities. Each of these actions is ongoing and continues to be refined in response to student and family needs, staff feedback, and program data.

Action 2.1 – School and Classroom Safety (Ongoing)
Implementation Overview
The district maintained a proactive and multi-layered approach to school and classroom safety during this plan period. Regular safety drills were conducted, safety staff meetings were held, and the district's comprehensive safety plan was reviewed and practiced to ensure preparedness across all sites. In addition to physical safety measures, the district prioritized the creation of emotionally safe learning environments by working with teachers and staff to implement Community Circles, restorative practices, and trauma-informed approaches. Sensory rooms were utilized at school sites as dedicated spaces where students could regulate their emotions and return to a state of readiness for learning. At the classroom level, efforts were made to establish consistent routines and procedures and to develop co-created classroom rules that reflect student voice and shared ownership of the learning environment.

Areas for Continued Growth
While foundational safety systems are in place, the district recognizes the importance of communicating these efforts more broadly to families and the greater school community. Increasing transparency around safety plans, drills, and practices will help build community confidence and trust. Internally, achieving consistency across all classrooms and school sites in the implementation of the Toolbox social-emotional program, Community Circles, restorative practices, and trauma-informed strategies remains a priority. The district is also continuing its work to ensure that co-created classroom rules and structured classroom routines and procedures are established and maintained with fidelity in every learning environment.

Action 2.2 – Culture of Support and Belonging (Ongoing)
Implementation Overview
The district continued to cultivate a school culture rooted in support, connection, and belonging. A central strategy in this effort has been the promotion of a trusted adult model, ensuring that every student has at least one identified adult on campus with whom they have a meaningful and supportive relationship. Community Circles were implemented as a regular practice to build relational trust between students and staff. Student voice and choice were intentionally integrated into learning experiences to increase engagement and strengthen students' sense of agency and ownership in their education. Additionally, targeted Attendance Action Plans were developed and implemented for students identified as at risk of chronic absenteeism, reflecting the district's understanding that regular attendance is inseparable from a student's sense of belonging and connection to school.

Areas for Continued Growth
The district is actively working to deepen the integration of student voice and choice across learning experiences and school-wide activities that influence school climate. Continued collaboration with the Justice League student leadership program will be essential to ensuring that all students — particularly those who may be less visible or more vulnerable to disconnection — have an identified trusted adult on campus. Sustaining and expanding these relational structures will require ongoing staff training, intentional scheduling, and a shared commitment at all levels of the school community.

Action 2.3 – Whole Child Nurturance and Lifelong Wellness (Ongoing)
Implementation Overview

The district demonstrated a strong commitment to whole child nurturance by implementing a range of programs and supports designed to address students' social, emotional, and physical wellness. Physical education curriculum was strengthened through a collaborative model between PE Tech specialists and classroom teachers, ensuring that students received quality physical education instruction. Student growth and achievement were celebrated publicly at Board Meetings and school-wide assemblies, reinforcing a culture of recognition and positive school pride. Tier One Multi-Tiered System of Support (MTSS) strategies were implemented to provide universal preventative support to all students. The district also expanded counseling services and established a Coordination of Services Team (COST) system to facilitate a more structured and collaborative approach to identifying and addressing student needs. Social-Emotional Learning (SEL) curriculum and Character Trait Activities were incorporated into the instructional program, and classroom environments were enriched with sensory rooms, brain breaks, and calm corners to support students' self-regulation and emotional well-being.

Areas for Continued Growth
The district acknowledges that building a truly comprehensive wellness culture requires deepening the understanding and consistent practice of social, emotional, and physical wellness strategies among students, staff, and families alike. Continued work is needed to develop, implement, and sustain opportunities that allow all members of the school community to model and support their own and each other's well-being. The expansion of Tier 2 MTSS strategies to provide more targeted intervention for students with identified needs is an area of active development. Additionally, the district is working toward a more robust and comprehensive COST system, enhanced counseling services, and greater consistency in the use of brain breaks, calm corners, and other classroom-based regulatory supports.

Action 2.4 – Mainstreaming and Parent Participation (Ongoing)
Implementation Overview
The district continued its ongoing commitment to supporting students with disabilities, their families, and staff in the meaningful inclusion of students with disabilities into general education classrooms and school-wide activities. Mainstreaming efforts were guided by the goal of increasing each student's sense of belonging and connection within the broader school community. The district continued to expand its Special Education (SPED) program to ensure that appropriate services are available and accessible to all students who qualify, and that those services are delivered in the least restrictive environment to the greatest extent appropriate.

Areas for Continued Growth
The district recognizes that effectively supporting mainstreaming requires continuous improvement in how students with disabilities, their families, and school staff are prepared for and supported throughout the inclusion process. This includes developing more structured and intentional approaches to facilitating successful participation in general education settings and all school activities, with a focus on increasing genuine belonging and connection rather than physical proximity alone. Ongoing collaboration among general education teachers, special education staff, families, and students will be essential to strengthening inclusion practices and ensuring that all students experience a school environment in which they are valued, supported, and fully participating members of the community.

Summary
Actions 2.1 through 2.4 collectively reflect the district's commitment to building and sustaining safe, inclusive, and nurturing school environments that support the whole child. While meaningful progress has been made across all four action areas — from strengthened safety systems and expanded counseling supports to increased student voice and ongoing inclusion efforts — the district acknowledges that this work is continuous and evolving. In the coming year, the district will focus on achieving greater consistency in implementation across

classrooms and sites, expanding Tier 2 MTSS supports, strengthening community communication around safety, and deepening partnerships with families and students to ensure that every child experiences a sense of belonging, wellness, and connection at school.

There were no substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

There were a few material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures for Goal/Action 2.1 exceeded the planned expenditures by approximately $37,577.
The increase in expenditures were for additional personnel (IAs) to support students performance and progress.

The estimated actual expenditures for Goal/Action 2.2 were approximately par with the planned expenditures.

The estimated actual expenditures for Goal/Action 2.3 exceeded the planned expenditures by approximately $3,547.
The increase in expenditures were for additional counseling services to support students.

The estimated actual expenditures for Goal/Action 2.4 exceeded the planned expenditures by approximately $1,855.
The increase in expenditures were for additional psychological services to support students.

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

Overview
The following narrative describes the effectiveness and areas for growth across four key action areas under Goal 2: School and Classroom Safety (Action 2.1), Culture of Support and Belonging (Action 2.2), Whole Child Nurturance and Lifelong Wellness (Action 2.3), and Mainstreaming and Parent Participation (Action 2.4). Each action has been evaluated as partially effective, reflecting genuine progress in systems and supports alongside persistent challenges that require continued strategic focus and community partnership.

Action 2.1: School and Classroom Safety — Partially Effective
Efforts to strengthen school and classroom safety have resulted in meaningful systemic improvements, particularly in the perceptions of adult stakeholders and in the establishment of formal safety structures. However, data indicating a decline in students' sense of safety signals that additional work is needed to ensure that safety measures are visible, understood, and felt by students in their daily school experience.

Areas of Effectiveness
The district has seen an increase in both parent and staff perceptions of safety at school, reflecting confidence in the measures that have been put in place. This positive trend among adult stakeholders is supported by the successful implementation of school-wide safety drills, a comprehensive safety plan, and the establishment of a safety committee that includes all staff. Parents have also been proactively informed about safety protocols and drill schedules, contributing to greater transparency and community trust in the district's safety systems.

Areas of Ineffectiveness
Despite these structural gains, survey data reflects a decline in the percentage of students who report feeling safe at school. This gap between adult and student perceptions is an important area of concern and suggests that current safety messaging and practices may not be consistently reaching or resonating with the student population. A continued priority will be ensuring that students are regularly informed about the safety measures in place, that drills are conducted with clear and age-appropriate communication, and that students feel genuinely secure in their learning environment on a day-to-day basis.

Action 2.1 Metrics to Support (Partially Effective)
Challenges and Challenges in Implementation:
-Decrease in students feeling safe at school
-Continuing to share with students all measures in place to secure safety and continue to conduct safety drills

Successes and Successes in Implementation:
-Increase in parents and staff feeling safe at school
-Implementing school wide safety drills and safety plan and safety committee with all staff and informing parents of safety drills

Action 2.2: Culture of Support and Belonging — Partially Effective
The district has made important strides in building a culture of support and belonging, with notable improvements in attendance and the expansion of restorative and trauma-informed practices. At the same time, declines in several key indicators—including parent connectedness, student access to trusted adults, and student suspension rates—underscore the need for deeper, more sustained work in this area.

Areas of Effectiveness
Attendance data reflects a positive trend, with an increase in overall attendance rates and a decrease in chronic absenteeism as reported on the California Dashboard. These outcomes are the result of targeted attendance action plans developed for specific groups of students, demonstrating the impact of individualized, data-driven intervention strategies.
The district has expanded its use of Restorative Practices and Trauma-Informed Practices, representing a meaningful shift toward a more healing-centered and relationship-based approach to student support and discipline. Additionally, the Justice League at the school site has supported structured tests of change, engaging staff in collaborative efforts to ensure that all students have access to at least one trusted adult on campus. This initiative reflects the district’s commitment to cultivating a school culture grounded in connection and care.

Areas of Ineffectiveness
Survey and dashboard data reveal several areas requiring attention. The percentage of parents who feel welcomed at school has declined, indicating a need to strengthen family engagement practices and create more intentional, culturally responsive opportunities for parent connection and involvement. Similarly, a decrease in the percentage of students who report having a trusted adult at school signals that relationship-building efforts have not yet reached all students equitably.
The student suspension rate has increased, which is in tension with the investment in restorative approaches and suggests that full implementation of these practices are still underway. The district also continues to face challenges in providing the full range of wrap-around services that families need to sustain attendance improvements, particularly for unduplicated student populations.

Action 2.2 Metrics to Support (Partially Effective)
Challenges and Challenges in Implementation:
-Decrease of Parents feeling welcomed at school
-Decrease of Students having a trusted adults at school
-Increase of Student Suspension Rate
-Providing all wrap around services needed to support family needs to for attendance increase

Successes and Successes in Implementation:
-Increase of Attendance Percentage Rate
-Decrease of Chronic Absenteeism on CA Dashboard
-Working with Justice League at the school site to conduct test of changes and work with staff to ensure all students have a trusted adult
-Increase use of Restorative Practices and Trauma Informed Practices
-Working on implementing an action plan and having a targeted group of students to work with to increase their attendance

Action 2.3: Whole Child Nurturance and Lifelong Wellness — Partially Effective
The district has made meaningful investments in expanding student wellness supports, with encouraging growth in counseling services and the continued integration of restorative and trauma-informed frameworks.

Areas of Effectiveness
Counseling services have been expanded in both availability and access, ensuring that more students are able to receive individualized social-emotional support. This expansion reflects the district's recognition that whole child wellness is foundational to student success and belonging. The increased use of Restorative Practices and Trauma-Informed Practices across the district further supports a school environment that acknowledges students' lived experiences and fosters healing, safety, and resilience.
The Justice League at the school site has continued to support efforts to ensure that every student has a trusted adult, connecting wellness goals to relational structures that can sustain long-term student well-being. These partnerships reflect a community-centered approach to nurturance that extends beyond the classroom.

Areas of Ineffectiveness
Despite these efforts, the district continues to work toward securing and coordinating the full array of wrap-around services needed to address the root causes of absenteeism, but this remains an area where current capacity does not yet fully meet the level of need. Continued investment in community partnerships, resource navigation, and family outreach will be essential to making progress on this indicator.

Action 2.3 Metrics to Support (Partially Effective)
Challenges and Challenges in Implementation:
-Increase of Chronic Absenteeism on CA Dashboard
-Providing all wrap around services needed to support family needs to for attendance increase

Successes and Successes in Implementation:
-Increase of Counseling Services
-Increase use of Restorative Practices and Trauma Informed Practices

-Increasing Counseling services availabilities
-Working with Justice League at the school site to conduct test of changes and work with staff to ensure all students have a trusted adult

Action 2.4: Mainstreaming and Parent Participation — Partially Effective
The district has maintained a steady and meaningful commitment to supporting the inclusion of students with disabilities in general education classrooms and school-wide activities, while also working to deepen the participation of all families in the life of the school. Both areas reflect ongoing, evolving work that is grounded in the belief that every student deserves to feel that they belong, and every family deserves to feel that they are a valued partner in their child's education.

Areas of Effectiveness
The continued expansion of the Special Education program represents a meaningful investment in ensuring that all students with disabilities have access to high-quality, appropriately supported educational experiences within their school community. The district's commitment to least restrictive environment placement reflects a genuine belief that students thrive when they are included, connected, and supported alongside their peers. These efforts are making a real difference in the lives of students and families who benefit from coordinated, responsive special education services.
In the area of parent participation, the development of a targeted family engagement action plan is a positive step toward more intentional and differentiated outreach. Early efforts to build attendance-focused partnerships with families have begun to establish trust and open lines of communication, creating a foundation that can support deeper and more sustained engagement in the coming year.

Areas of Ineffectiveness
The district recognizes that meaningful mainstreaming is an ongoing process that benefits from continuous reflection and refinement. The next phase of this work will focus on developing more structured approaches to supporting students with disabilities and their families through the inclusion process—ensuring that participation in general education settings is accompanied by the intentional supports, collaborative planning, and staff preparation needed to make inclusion genuinely successful. Strengthening the partnerships among general education teachers, special education staff, families, and students will be central to this effort.
In the area of parent participation, survey data indicates an opportunity to better connect with families and strengthen their sense of welcome and involvement at school. The district views this as an important signal and is committed to responding with increased outreach, accessible communication in families' home languages, and more intentional structures for families to participate in planning and decision-making. Building these connections takes time and trust, and the district is actively working to create the conditions in which all families—regardless of language, schedule, or background—feel genuinely included and empowered as partners in their children's education.

Action 2.4 Metrics to Support (Partially Effective)
Challenges and Challenges in Implementation:
-Decrease of Parents feeling welcomed at school
-Reaching out to all families and having families involved in all aspects of decision making and committees

Successes and Successes in Implementation:
Working on implementing an action plan and having a targeted group of students to work with to increase their attendance

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

There was only one change made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
We added Metric 2.11 to continue to monitor the effectiveness of our action 2.4 Mainstreaming and Parent Participation: 100% participation of all SWD mainstreamed in general education classes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School and Classroom Safety	Support leaders, staff, families, and students in establishing and maintaining a physically and emotionally safe environment. Some examples are: Classroom Routines and Procedures, Co-created Classroom Rules, Collaborative Conversations and Open Discourse, Restorative Practices, support staff who provides translation, parent support and guidance in families primary language and resources to support the needs of unduplicated students and their families. Sensory Room Aide to support the SEL needs of unduplicated students. Program Assistants, Library assistants, and office managers who support the safety and needs of students through helping with translation, supervision, restorative practice supports, etc. Based on CA Dashboard 2023: This action addresses Red and DA eligibility for School Climate (Suspension): Socioeconomically Disadvantaged and White This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners This action addresses the requirement for English Language Learners. Based on CA Dashboard 2024: This action addresses Red and DA eligibility for Red Indicators and DA for School Climate (Suspension): English Learners, Hispanic students. This action addresses the requirement for English Language Learners.	$153,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on CA Dashboard 2025: This action addresses the requirement for English Language Learners. Metrics to Monitor Effectiveness: -YouthTruth Survey: Friendly Environment and School Safety Questions -Suspension Rates -Expulsion Rates -Assertive Discipline and Counseling Data from Aeries		
2.2	Culture of Support and Belonging	Provide comprehensive student-centered programs that recognize each student's inherent value by integrating student voice and choice into learning experiences and activities that impact school climate. Some examples are: Restorative Practices and Community Circles, Trauma Informed Practices and Self Regulation Tools, School Equity Plans, Attendance Action Plans, Leadership Opportunities for students, Leadership Team Equity Work, Professional development for certificated and classified staff focused on ELD strategies and a focus on SEL strategies to better support unduplicated students. Based on CA Dashboard 2023: This action addresses Red and DA eligibility for School Climate (Suspension): Socioeconomically Disadvantaged, and White This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners This action addresses the requirement for English Language Learners. Based on CA Dashboard 2024: This action addresses Red and DA for School Climate (Suspension): English Learners, Hispanic students This action addresses Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): English Learners, Socioeconomically Disadvantaged and White Required Actions to meet Red Indicators and DA for English Learner Progress: English Learners (Based on CA Dashboard 2024)	$185,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses Red Indicators and DA for English Learner Progress: English Learners Based on CA Dashboard 2025: This action addresses the requirement for English Language Learners. Metrics to Monitor Effectiveness: -YouthTruth Survey: Youth Truth- feeling a sense of belonging questions for each survey -Attendance Data -Chronic Absenteeism Rate		
2.3	Whole Child Nurturance and Lifelong Wellness	Develop, implement and support opportunities and experiences for all students, staff and families to understand, model and support their own and each other's social, emotional, and physical wellness. Some examples are: Celebration of Growth, MTSS Implementation, Counseling, SEL Curriculum and Activities, Sensory Room and Brain Breaks, PE Tech, Music Teacher, and Outside Learning Time. Based on CA Dashboard 2023: This action addresses Red and DA eligibility for School Climate (Suspension): Socioeconomically Disadvantaged, and White This action addresses Red and DA eligibility for Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners This action addresses the requirement for English Language Learners. Based on CA Dashboard 2024: This action addresses Red Indicators and DA for School Climate (Suspension): English Learners, Hispanic students. CA Dashboard 2025: This action addresses the requirement for English Language Learners.	$128,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics to Monitor Effectiveness: -Physical Fitness Testing -Suspension Rates -Attendance Rates -Counseling Referrals *This is partially funded out of Title One Part A Funds.		
2.4	Mainstreaming and Parent Participation	Support Students with Disabilities, Staff and families with mainstreaming in general education classes and with all school activities to increase belonging and support within the school community and increase parent participation in programs for individuals with exceptional needs. Some examples are: School psychologist, SPED Director and Educational Specialist and the team is working towards bringing back students into our district from RVP, expanding our program from the ground up, and working towards mainstreaming of our SDC and ESN students to the General Education classrooms. This action addresses the requirement for Students with Disabilities.	$612,640.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Community: Strengthen our community by embracing change, accepting others, and cultivating a growth mindset.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Action One: Partnerships
Cultivate partnerships and relationships that build on our district goals and provide opportunities for our students to grow and learn in meaningful ways
Expected Outcomes: Work with community partners that build on our mission and vision and provides excellent opportunities for our students.
Metrics for Partnerships: Number of partnerships in the district and Percentage of students participating in partnerships

Action Two: Professional Learning and Development
Create professional development based on our district goals that provide opportunities for our educators and community to grow, innovate and build capacity within our district
Expected Outcomes: Provide targeted Professional Development based on the needs of our students and with the support of teachers and staff that focuses on student achievement and their well-being and is consistently implemented and supported through district walkthroughs.
Increase parent understanding and knowledge of how to support their children through parent informational nights.
Metrics for Professional Learning and Development: YouthTruth Survey: Youth Truth- Staff question on professional development

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

Expected Outcomes: Community working together to create decision making actions in school committees such as SSC, ELAC/ DELAC as well as in events such as Coffee with the Principal, Virtual Information Nights, Family Engagement Nights (math/science/ELA), Exhibitions, School Based Performances, Family Events (ex. skate night, movie night, etc). 100% participation in communication with Parentsquare and increased enrollment in After School Enrichment, Clubs and Sports for students.
Metrics for Family and Community Engagement: Parentsquare Analytics for Participation, Participation Percentage of Parents for Events and Conferences, YouthTruth Survey: Parent Engagement Numbers, YouthTruth Survey: Student Engagement question, YouthTruth Survey: Staff Engagement question

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of Community Partnerships in the district	Spring 2024: 5 Community Partnership: Keystone Counseling Elevo Art and Soul YMCA AVFilm	Spring 2025: 4 Community Partnership: Keystone Counseling Elevo (ended in December) Art and Soul YMCA TruWest Film	Spring 2026: 4 Community Partnership: Art and Soul YMCA TruWest Film Little Culinary Monsters	Continue to maintain or increase district partnerships that match with our district goals	1 Difference in Community Partnerships
3.2	Number of unduplicated students participating in the district partnership programs	100%	100% Art and Soul Participation 100% Elevo Participation (till December) Fall: 49 ELOP unduplicated students Winter: 58 Spring: 53 Summer School: 151 unduplicated students in the district	100% Art and Soul Participation Fall: 30 ELOP unduplicated students Winter: 46 Spring: 43 Summer School: 117 unduplicated students in the district	Maintain 100% participation with district partnership programs	100% Participation in district partnership programs during the school day Decrease of Unduplicated students for ELOP programs
3.3	YouthTruth Survey Question about	Spring 2024:	Spring 2025:	Spring 2026:	Increase 5% rating on survey for	Decrease of 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	profession development (staff): I have access to meaningful professional development	Youth Truth Survey: 74% of staff felt that they have access to meaningful professional development	Youth Truth Survey: 60% of staff felt that they have access to meaningful professional development	Youth Truth Survey: 58% of staff felt that they have access to meaningful professional development	YouthTruth question about staff professional development	
3.4	ParentSquare Analytics for Participation in communication system	Spring 2024: 98% of parents participation in Parentsquare communication system	Spring 2025: 99% of parents participation in Parentsquare communication system	Spring 2025: 99.3% of parents participation in Parentsquare communication system	Continue to increase parental participation in Parentsquare each year by a minimum of 2% till reach 100% of parents	1.3% Increase
3.5	Participation Percentage of Parents for Events and Conferences	2023-2024: Participation Percentage of Parents for Events and Conferences: 75% Back to School Night 85% Parent Conferences 90% Open House	2024-2025: Participation Percentage of Parents for Events and Conferences: 76% Back to School Night 88% Parent Conferences 57%: Open House	2025-2026: Participation Percentage of Parents for Events and Conferences: 73% Back to School Night 84% Parent Conferences 70%: Open House	Continue to increase parental participation each year by a minimum of 5%	2% decrease Back to School Night 1% decrease Parent Conferences 20% decrease: Open House
3.6	Parent Participation on the Youth Truth Survey and percentage of parents/guardians of students who feel included in planning school activities and percentage of parents/guardians that feel empowered to play a meaningful role in	Spring 2024: Parent Participation on the Youth Truth Survey: 29% Hispanic 38% White 12% Asian Percentage of parents/guardians of students who feel included in planning school activities: 75%	Spring 2025: Parent Participation on the Youth Truth Survey: 31% Hispanic 31% White 11% Asian Percentage of parents/guardians of students who	Spring 2026: Parent Participation on the Youth Truth Survey: 37% Hispanic 24% White 12% Asian Percentage of parents/guardians of students who	Increase 5% of parent participation in YouthTruth survey and 5% percentage on each YouthTruth question about family engagement	Hispanic: Increased 8% White: Decreased 14% Asian: Same Decrease 4% of included in planning school activities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decision-making at school	Percentage of parents/guardians that feel empowered to play a meaningful role in decision-making at school: 74%	feel included in planning school activities: 81% Percentage of parents/guardians that feel empowered to play a meaningful role in decision-making at school: 77%	feel included in planning school activities: 71% Percentage of parents/guardians that feel empowered to play a meaningful role in decision-making at school: 58%		Decrease 16% of parents empowered to play a meaningful role in decision making
3.7	Youth Truth Survey Question about engagement (staff): I am proud of my school.	Spring 2024: Youth Truth Survey Question about engagement (staff): I am proud of my school. 87% Staff Proud of School	Spring 2025: Youth Truth Survey Question about engagement (staff): I am proud of my school. 76% Staff Proud of School	Spring 2026: Youth Truth Survey Question about engagement (staff): I am proud of my school. 79% Staff Proud of School	Increase 5% rating on survey for YouthTruth question about staff engagement	Decreased 8%
3.8	YouthTruth Survey Question about engagement (students): Does your teacher want you to do your best?	Spring 2024: Youth Truth Survey Question about engagement (students): Does your teacher want you to do your best? 84% Students Engaged	Spring 2025: Youth Truth Survey Question about engagement (students): Does your teacher want you to do your best? 91% Students Engaged	Spring 2026: Youth Truth Survey Question about engagement (students): Does your teacher want you to do your best? 86% Students Engaged	Increase 3% rating on survey for YouthTruth question about student engagement	5% Decrease

Goal Analysis [2025-26]

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.

Goal 3: Partnerships, Professional Learning & Family Engagement

The following narrative summarizes the implementation, outcomes, challenges, and successes associated with Actions 3.1 through 3.3 of our Local Control Accountability Plan. These actions reflect the district's ongoing commitment to cultivating meaningful community partnerships, investing in the professional growth of staff, and deepening family and community engagement. Each of these actions is ongoing and is continuously shaped by the evolving needs of our students, families, and staff, as well as by the district's broader mission and vision.

Action 3.1 – Partnerships (Ongoing)
Implementation Overview
The district continued to cultivate and maintain community partnerships that are aligned with its mission and vision and that provide high-quality opportunities for students. Established partnerships with organizations such as the YMCA, Art and Soul, and TrueWest remained active contributors to the district's enrichment offerings. This year, the district also welcomed Little Culinary Monsters as a new community partner, further expanding the breadth of student experiences available beyond the traditional classroom. These partnerships collectively support student engagement, enrichment, and the development of skills and interests that extend across multiple domains of learning.

Areas for Continued Growth
As the district's partnership landscape continues to evolve, intentional evaluation of each partnership's alignment with district goals, mission, and student needs remains essential. The district is actively working to ensure that all community partnerships are purposeful, outcome-oriented, and directly supportive of student learning and well-being. This includes a thoughtful review process to retain and strengthen partnerships that meaningfully advance the district's priorities, while continuing to seek new opportunities that address identified gaps in student support and enrichment.

Action 3.2 – Professional Learning and Development (Ongoing)
Implementation Overview
The district maintained a structured approach to professional learning and development by engaging the leadership team and teachers in a regular cycle of classroom walkthroughs. These walkthroughs were designed to assess the degree to which professional development goals and agreed-upon instructional practices were being implemented in classrooms across the district. By systematically observing and documenting instructional patterns and trends, the district was able to use walkthrough data as a meaningful tool for informing the direction of ongoing professional development and for identifying areas where additional support or follow-up was needed.

Areas for Continued Growth
The district recognizes the importance of ensuring that professional development is not only expertly delivered but also meaningfully implemented in classrooms over time. To this end, the district is working to broaden teacher representation in the professional learning planning process, ensuring that a wider range of teacher leaders are involved in providing professional development and their voices contribute feedback on best teaching practices. This inclusive approach to building district capacity will be balanced with continued engagement of outside experts to facilitate high-quality professional development experiences.

A continued area of focus is bridging the gap between professional development learning and consistent classroom implementation. The district is developing more intentional systems for supporting teachers as they apply new learning in their instructional practice, using patterns and trends identified through district walkthroughs to target follow-up and professional learning conversations. Strengthening this cycle of learning, implementation, observation, and reflection will be central to building lasting instructional capacity across the district.

Action 3.3 – Family and Community Engagement (Ongoing)
Implementation Overview
The district made significant strides in family and community engagement during this plan period. Parent and family involvement was supported through active participation in the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC), ensuring that families had structured and meaningful opportunities to contribute to school governance and decision-making. Coffee with the Principal events provided informal, accessible touch points for building relationships between school leadership and families. School-based performances and family events — including Winter Performance, movie night, and other community-building activities — further strengthened the connection between families and the school community.

Communication with families was enhanced through increased and more consistent use of ParentSquare and the creation of the Home-School Compact, improving the district's ability to reach families in a timely and accessible manner and have clear expectations between families and the school community. After-school enrichment programming was also expanded and increasingly aligned with student interests, including the addition of team sports and other activities specifically identified as appealing to students.

Areas for Continued Growth
While family engagement efforts have grown considerably, the district is actively working to further increase participation across its family community. The implementation of Parent Information Nights and a District Wide Community Fair is being developed as a strategy to provide families with timely, relevant information about district programs, resources, and opportunities while also creating a welcoming environment for broader community connection. These events are intended to complement existing engagement structures and to reach families who may not yet be regularly participating in school activities. In addition, the implementation of the Home-School Compact next year will provide clear expectations between families and the school community on how to communicate, help students grow and create a sense of belonging for all families.

The district is also committed to continuing the expansion of after-school enrichment offerings in response to direct student feedback. Ensuring that enrichment programming reflects the diverse interests and needs of the student population will remain a guiding principle as new activities and opportunities are identified and developed.

Summary
Actions 3.1 through 3.3 collectively reflect the district's commitment to building strong, reciprocal relationships with community partners, investing in the ongoing professional growth of staff, and creating meaningful and accessible opportunities for families to engage as partners in their children's education. Progress has been made in each of these areas — from the addition of new community partnerships and the expansion of enrichment programming to the use of walkthrough data to inform professional development and the deepening of family engagement through diverse events and communication tools. In the coming year, the district will continue to focus on strengthening the alignment of partnerships with district goals, broadening teacher voice in professional learning, and expanding family outreach efforts to ensure that all families feel welcomed, informed, and actively engaged in the life of the school community.

There were no instances where we did not implement a planned action or implemented a planned action in a manner that differs from our original plan.

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.

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

The estimated actual expenditures for Goal/Action 3.1 exceeded the planned expenditures by approximately $6,074.
The increased expenditures were a result of increased partnerships with Art and Soul for our extended learning opportunity program.

The estimated actual expenditures for Goal/Action 3.2 were zero, which is approximately $11,000 less than the planned expenditures.
The district did not have newly hired personnel needing professional development in the planned curriculum areas.

The estimated actual expenditures for Goal/Action 3.3 were approximately par with the planned expenditures.

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

Overview
The following narrative describes the effectiveness and areas for growth across three key action areas under Goal 3: Partnerships (Action 3.1), Professional Learning and Development (Action 3.2), and Family and Community Engagement (Action 3.3). Each action has been evaluated as partially effective, reflecting early-stage progress in relationship-building and communication systems alongside meaningful challenges in deepening engagement, expanding access, and sustaining the growth of community and professional partnerships.

Action 3.1: Partnerships — Partially Effective
The district's partnership efforts have resulted in the addition of new enrichment and support resources, with student voice playing an important role in shaping the direction of this work. However, an overall decline in community partnerships and reduced participation by unduplicated students in Extended Learning Opportunity Programs (ELOP) indicate that the current scope of partnership development is not yet sufficient to meet the breadth of student and community need. Therefore, the district implementing a District Wide Community Fair with over 20 community partners and resources should continue to build strength and lasting partnerships with our community.

Areas of Effectiveness
A notable strength of this action area is the district's commitment to centering student voice in the design of partnerships and after-school enrichment activities. By actively soliciting and listening to student input about what they would like to see offered, the district has taken an important step toward creating programs that are responsive, relevant, and motivating to the students they are meant to serve.
The hiring of Little Culinary Monsters as an enrichment partner reflects a direct response to student interest and represents a creative, engaging approach to expanding experiential learning opportunities beyond the traditional school day. Additionally, the hiring of district counselors strengthens the human infrastructure of student support, deepening the district's capacity to address social-emotional needs and connect students and families to essential services.

Areas of Ineffectiveness

Despite these additions, the overall number of active community partnerships has declined, limiting the range of enrichment, support, and opportunity available to students. Building and sustaining a robust network of community partners requires intentional outreach, clear expectations, and ongoing coordination.
Another concern is the decrease in the number of unduplicated students participating in ELOP programs. Extended learning opportunities are a critical resource for students who face the greatest barriers to academic success, and declining participation among this group suggests that access, awareness, and relevance of program offerings must be examined and addressed. Outreach strategies should be evaluated to better align ELOP offerings with unduplicated families.

Action 3.1 Metrics to Support (Partially Effective)
Challenges and Challenges in Implementation:
-Decrease of Community Partnership
-Decrease in unduplicated students in ELOP programs

Successes and Successes in Implementation:
-Listening to student voice about what they would like to see in partnerships and after school enrichment activities
-Hired Little Culinary Monsters
-Hired District Counselors

Action 3.2: Professional Learning and Development — Partially Effective
Professional learning and development efforts have made meaningful progress in the area of relational practices and student-centered approaches. However, YouthTruth survey data reflects concerning declines in staff perceptions of professional development, school pride, and in students' sense that their teachers hold high expectations for them—findings that collectively point to the need for a more intentional, coherent, and impactful professional learning system.

Areas of Effectiveness
A meaningful area of growth has been the integration of professional learning focused on building authentic relationships with students. Through the implementation of Community Circles, Restorative Practices, and Trauma-Informed Care frameworks, staff have engaged in learning that prioritizes student voice, emotional safety, and relational trust as foundational conditions for academic success. These practices reflect a shared commitment to understanding and responding to the whole child, and their continued development represents an important investment in school culture.

Areas of Ineffectiveness
YouthTruth survey data reveals a decline in the percentage of staff who report that professional development has been meaningful and applicable to their work. This finding indicates that professional development must be more targeted in order to produce lasting changes in instructional practice and staff efficacy. Alongside this, a decline in the percentage of staff who report feeling proud of their school is a concern.
In addition, there is a decline in the percentage of students who report that their teacher wants them to do their best. This perception is directly tied to student motivation, academic identity, and engagement. Continuing to focus on high-expectation teaching practices, culturally

responsive instructional approaches, and the ongoing cultivation of affirming, growth-oriented student-teacher relationships will improve this data.

Action 3.2 Metrics to Support (Partially Effective)
Challenges and Challenges in Implementation:
-Decrease in Staff having meaningful professional development per YouthTruth Survey
-Decrease of Staff feeling proud of their school
-Decrease of Students having stating that their teacher wants them to do their best

Successes and Successes in Implementation:
-Listening to student voice and building relationships with students through community circles, restorative practices and learning about trauma informed practices.

Action 3.3: Family and Community Engagement — Partially Effective
The district has made tangible progress in expanding and modernizing its family communication infrastructure, with notable increases in parent attendance at key school events. At the same time, survey data reflecting a decline in family engagement and parent empowerment highlights a critical gap between communication and meaningful partnership.

Areas of Effectiveness
The district's implementation of ParentSquare as a school-wide communication platform has been a significant success, increasing the reach, consistency, and accessibility of information shared with families. The establishment of regular Sunday Notes for families has created a predictable communication rhythm that helps keep parents informed and connected to the life of the school. These tools have contributed to increased parent attendance at Back to School Night and Parent-Teacher Conferences, reflecting a positive response from families to more consistent and accessible outreach. In addition, the creation of the Home-School Compact which will be fully implemented next year is a notable success.

Areas of Ineffectiveness
Despite improvements in communication frequency and event attendance, YouthTruth survey data indicates a decline in family engagement at school. Directly related to this is a decline in the percentage of parents who feel included in the planning of school activities and empowered to make meaningful decisions. This finding signals that current family engagement structures may be primarily informational rather than participatory, which should increase with the implementation of the Home-School Compact.

Action 3.3 Metrics to Support (Partially Effective)
Challenges and Challenges in Implementation:
-Decrease of engagement of families at school per YouthTruth Survey
-Decrease in parents feeling included in planning school activities and empowered to make meaningful decisions

Successes and Successes in Implementation:
-Increase in ParentSquare Communication System with Parents
-Increase in attendance for Back to School Night and Parent Conferences

-Successes: Implementing school wide ParentSquare communications and Sunday Notes for families

Summary
Across all three action areas under Goal 3, the district has demonstrated a commitment to strengthening the connections between school, staff, families, and community. Important foundational steps have been taken, including the expansion of communication systems, the addition of new enrichment and counseling partners, and the integration of relational and trauma-informed professional learning. These efforts reflect a genuine investment in building the conditions necessary for a thriving school community.

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

There were no changes made to the planned goal, metrics, target 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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Partnerships	Cultivate partnerships and relationships that build on our district goals and provide opportunities for our students to grow and learn in meaningful ways Some examples are: After school Partners (YMCA, Art and Soul, Little Monsters Culinary), and POUSD Community Fair Based on CA Dashboard 2023: Required Actions to meet Red Indicators for Pupil Achievement (ELA and Math): Hispanic Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students and White Required Action to meet English Language Learners Based on CA Dashboard 2024:	$42,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Required Actions to meet Red Indicators and DA for Pupil Achievement (Math): English Learners Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): English Learners, Socioeconomically Disadvantaged, and White Required Actions to meet Red Indicators and DA for English Learner Progress: English Learners Required Action to meet English Language Learners Based on CA Dashboard 2025: Required Action to meet English Language Learners Metrics to Monitor Effectiveness: -Number of partnerships in the district -Percentage of unduplicated students participating in partnerships -Youth Truth Question/ Student Input Around School Connectedness		
3.2	Professional Learning and Development	Create professional development based on our district goals that provide opportunities for our educators and community to grow, innovate and build capacity within our district Some examples are: Curriculum Training and Professional Development on how to support our unduplicated students through UDL and SEL strategies for New Teachers, Teachers and Classified Staff (Orton-Gillingham, Empowering Education, Project-Based Learning, etc), Training in Aeries, Pedagogical Development for Teachers and Classified Staff (Guided Language Acquisition by Design, Trauma Informed, etc) Based on CA Dashboard 2023: Required Actions to meet Red Indicators for Pupil Achievement (ELA and Math): Hispanic Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students and White Required Action to meet English Language Learners	$12,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on CA Dashboard 2024: Required Actions to meet Red Indicators and DA for School Climate (Suspension): English Learners, Hispanic students Required Actions to meet Red Indicators and DA for English Learner Progress: English Learners Required Actions to meet Red Indicators and DA for Pupil Achievement (Math): English Learners Based on CA Dashboard 2025: Required Action to meet English Language Learners Metrics to Monitor Effectiveness: -Youth Truth- Staff question on professional development -CAASPP / CAST (ELA, Math, Science) -Star Renaissance Assessment Data		
3.3	Family and Community Engagement	Enhance educational and social opportunities for all families by providing them with tools, strategies and a community to support their child's academic, emotional, social and physical needs. Some examples are: SSC, ELAC/ DELAC, Coffee with the Principal, Virtual Information Nights, Family Engagement Nights (math/science/ELA), Exhibitions, School Based Performances, Family Events (ex. skate night, movie night, etc) ParentSquare, More After School Enrichment, Clubs and Sports, First Aid/CPR classes and Latino Literacy Project. CA Dashboard 2023: Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): Hispanic Students, Socioeconomically disadvantaged students, English Learners, All Required Actions to meet Red Indicators and DA for School Climate (Suspension): Socioeconomically disadvantaged students and White Required Action to meet English Language Learners CA Dashboard 2024: Required Actions to meet Red Indicators and DA for School Climate (Suspension): English Learners, Hispanic	$2,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Required Actions to meet Red Indicators and DA for Pupil Engagement (Chronic Absenteeism): English Learners, Socioeconomically Disadvantaged, and White CA Dashboard 2025: Required Action to meet English Language Learners Metrics to Monitor Effectiveness: -ParentSquare Analytics for Participation -Participation Percentage of Parents for Events and Conferences -YouthTruth Survey: Parent Engagement Numbers -YouthTruth Survey: Student Engagement question -YouthTruth Survey: Staff Engagement question		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$587,882.00	$43,489.00

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
17.692%	0.000%	$0.00	17.692%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Student Engagement **Need:** CA Dashboard 2023: Pupil Achievement (ELA and Math): Hispanic --- CA Dashboard 2024: Pupil Achievement (Math): English Learners	Engagement strategies capitalize and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning to ensure that all students have access to, and are expected to participate which will in turn increase attendance. Some examples of how the student engagement will be addressed for our multi-lingual learners: Community Circles, GLAD Strategies and ELD Supports, EL TOSA to support integrated and designated ELD/professional development/ELPAC	-YouthTruth Survey: Student Engagement Questions -Programs and Services Developed and Provided to Unduplicated Students (Participation in ELOP programs) -Attendance Percentages from Aeries

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner Progress: English Learners Pupil Engagement (Chronic Absenteeism): All and English Learners, Socioeconomically Disadvantaged, Students with Disabilities and White. --- CA Dashboard 2025: Pupil Achievement (ELA): English Learners **Scope:** LEA-wide	support, Support Anchor Charts, Daily Schedule, Art, Science, Outdoor Experiences, and Group Projects, Community Outreach Worker translates and community liason to support English Language Learner families, EL paraprofessional to support English Language Learners with integrated ELD, after school programs. LEA Wide: These strategies are provided LEA-wide because these are supports to engage all students in learning and increase attendance.	-California Dashboard: Chronic Absenteeism
1.2	**Action:** Curriculum and Pedagogy **Need:** CA Dashboard 2023: Pupil Achievement: ELA and Math: Hispanic (Red-very low) ELA and Math Multi-Lingual Learners Low-Income Students CA Dashboard 2024: Pupil Achievement (Math): English Learners English Learner Progress: English Learners CA Dashboard 2025: Pupil Achievement (ELA): English Learners **Scope:** LEA-wide	Focus on strategic yearlong planning using our curriculum that informs units in support of students and instructing students using pedagogical content knowledge, culturally responsive, and ELD supports (designated and integrated- Lexia EL) to meeting grade level standards. Some examples of how curriculum and pedagogy will be addressed for our Multi-lingual learners are: Culturally Responsive Curriculum, OG Curriculum, Differentiated Instruction and consistent Yearlong Plans in grade levels LEA Wide: These strategies are provided LEA-wide because these are common curriculum and pedagogy to support all students and increase student achievement.	-YouthTruth Survey: Instructional Methods and Academic Challenges Questions -Access to Broad Course of Study -Student Access to Instructional Materials: Williams Complaints -Broad Course of Study -Properly Credentialed Teachers: Misassignment of Teachers -EL Access to CA Standards and ELD Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Assessment **Need:** CA Dashboard 2023: Pupil Achievement: ELA and Math: Hispanic (Red-very low) ELA and Math Multi-Lingual CA Dashboard 2024: Pupil Achievement (Math): English Learners English Learner Progress: English Learners CA Dashboard 2025: Pupil Achievement (ELA): English Learners **Scope:** LEA-wide	Use observable systems and routines for recording and using multiple assessment to support students' learning based on learning targets. Some examples of how assessment will be addressed for our multi-lingual students are: Common Assessment Calendar, Common Grade Level Assessments: Formative and Performance, Common Grade Level Rubrics 1:1 Teacher Meeting/SOC Meetings. Lexia EL progress monitoring LEA Wide: These strategies are provided LEA-wide because these are common assessments to learn where students are and to differentiate instruction based on the assessments to support all students	-Star Reading and Math -TK-2nd Grade Orton-Gillingham Formative Assessment -CA Dashboard: CAASPP and EL Progress (ELPAC) -Reclassification of our English Language Learners
2.1	**Action:** School and Classroom Safety **Need:** CA Dashboard 2023: Socioeconomically Disadvantaged Students and White are Red on Suspension Rates based on the California Dashboard Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners are Red based on California Dashboard English Language Learners	Action One: School and Classroom Safety Support leaders, staff, families, and students in establishing and maintaining a physically and emotionally safe environment. Some examples are: Classroom Routines and Procedures, Co-created Classroom Rules, Collaborative Conversations and Open Discourse, Restorative Practices, support staff who provides translation, parent support and guidance in families primary language and resources to support the needs of unduplicated students and their families. Sensory Room Aide to support the SEL needs of unduplicated students. Program Assistants, Library assistants, and office managers who support the safety and needs of students	-YouthTruth Survey: Friendly Environment and School Safety Questions -Suspension Rates -Expulsion Rates -Assertive Discipline and Counseling Data from Aeries

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
	---------- -- CA Dashboard 2024: Red Indicators and DA for School Climate (Suspension): English Learners, Hispanic and Students with Disabilities CA Dashboard 2025: This action addresses the requirement for English Language Learners. **Scope:** LEA-wide	through helping with translation, supervision, restorative practice supports, etc. LEA Wide: These strategies are provided LEA-wide because these are supports to increase classroom and school safety for all students.	
2.2	**Action:** Culture of Support and Belonging **Need:** CA Dashboard 2023 School Climate (Suspension) Socioeconomically disadvantaged students, and White Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners English Language Learners ---------- CA Dashboard 2024 School Climate (Suspension): English Learners, Hispanic Pupil Engagement (Chronic Absenteeism): English Learners, Socioeconomically Disadvantaged, and White English Learner Progress: English Learners	Provide comprehensive student-centered programs that recognize each student's inherent value by integrating student voice and choice into learning experiences and activities that impact school climate. Some examples are: Restorative Practices and Community Circles, Trauma Informed Practices and Self Regulation Tools, School Equity Plans: Trusted Adult at all campuses, Attendance Action Plans, Leadership Opportunities for students, Leadership Team Equity Work, Professional development for certificated and classified staff focused on ELD strategies and a focus on SEL strategies to better support unduplicated students. LEA Wide: These strategies are provided LEA-wide because these are tools to build a culture of support and belonging for all students.	-YouthTruth Survey: Youth Truth- feeling a sense of belonging questions for each survey -Attendance Data -Chronic Absenteeism Rate

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
	---------- CA Dashboard 2025: This action addresses the requirement for English Language Learners. **Scope:** LEA-wide		
2.3	**Action:** Whole Child Nurturance and Lifelong Wellness **Need:** CA Dashboard 2023 School Climate (Suspension): Socioeconomically Disadvantaged Students and White Pupil Engagement (Chronic Absenteeism): Hispanic, Socioeconomically Disadvantaged, Multi-Lingual Learners English Language Learners ---------- CA Dashboard 2024 School Climate (Suspension): English Learners, Hispanic ---------- CA Dashboard 2025: This action addresses the requirement for English Language Learners. **Scope:**	Develop, implement and support opportunities and experiences for all students, staff and families to understand, model and support their own and each other's social, emotional, and physical wellness. Some examples are: Celebration of Growth, MTSS Implementation, Counseling to support unduplicated students SEL needs, SEL Curriculum and Activities, Sensory Room and Brain Breaks, PE Tech and Outside Learning Time, and Music! LEA Wide: These strategies are provided LEA-wide because these are tools to build a whole child nurturance and lifelong wellness for all students	-Physical Fitness Testing -Suspension Rates -Attendance Rates -Counseling Referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Partnerships **Need:** CA Dashboard 2023: English Language Learners Hispanic White Socioeconomically Disadvantaged --- CA Dashboard 2024: Pupil Achievement (Math): English Learners Pupil Engagement (Chronic Absenteeism): English Learners, Socioeconomically Disadvantaged and White English Learner Progress: English Learners Required Action to meet English Language Learners --- CA Dashboard 205: Required Action to meet English Language Learners **Scope:** LEA-wide	Cultivate partnerships and relationships that build on our district goals and provide opportunities for our students to grow and learn in meaningful ways Some examples are: After school Partners (YMCA, Art and Soul, Little Culinary Monsters), Internships, and POUSD Community Fair. LEA Wide: We have district wide partnerships to support and enhance the education of all students.	-Number of partnerships in the district -Percentage of unduplicated students participating in partnerships -Youth Truth Question/ Student Input Around School Connectedness
3.2	**Action:** Professional Learning and Development **Need:** CA Dashboard 2023: English Language Learners	Create professional development based on our district goals that provide opportunities for our educators and community to grow, innovate and build capacity within our district Some examples are: Curriculum Training and Professional Development on how to support our	-Youth Truth- Staff question on professional development -CAASPP / CAST (ELA, Math, Science)

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
	Hispanic White Socioeconomically Disadvantaged --- CA Dashboard 2024: School Climate (Suspension): English Learners, Hispanic students English Learner Progress: English Learners Pupil Achievement (Math): English Learners --- CA Dashboard 2025: Required Action to meet English Language Learners **Scope:** LEA-wide	unduplicated students through UDL and SEL strategies for New Teachers, Teachers and Classified Staff (Orton-Gillingham, Empowering Education, Project-Based Learning, etc), Training in Aeries, Pedagogical Development for Teachers and Classified Staff (Guided Language Acquisition by Design, Trauma Informed, etc) LEA Wide: All teachers are being trained on the professional development based on our district goals and to increase capacity building within our district.	-Star Renaissance Assessment Data
3.3	**Action:** Family and Community Engagement **Need:** CA Dashboard 2023: English Language Learners Hispanic White Socioeconomically Disadvantaged --- CA Dashboard 2024: School Climate (Suspension): English Learners, Hispanic Pupil Engagement (Chronic Absenteeism): English Learners, Socioeconomically Disadvantaged, and White --- CA Dashboard 2025:	Enhance educational and social opportunities for all families by providing them with tools, strategies and a community to support their child's academic, emotional, social and physical needs. Some examples are: SSC, ELAC/ DELAC, Coffee with the Principal, Virtual Information Nights, Family Engagement Nights (math/science/ELA), Exhibitions, School Based Performances, Family Events (ex. skate night, movie night, etc) ParentSquare, More After School Enrichment, Clubs and Sports, First Aid/CPR classes and Latino Literacy Project. LEA Wide: Different family and community engagement opportunities are provided throughout the district to engage with families.	-ParentSquare Analytics for Participation -Participation Percentage of Parents for Events and Conferences -YouthTruth Survey: Parent Engagement Numbers -YouthTruth Survey: Student Engagement question -YouthTruth Survey: Staff Engagement question

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
	Required Action to meet English Language Learners **Scope:** LEA-wide		

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

As a result of increased number of newcomers students as well as increasing percentages of English Language Learners, we worked with educational partners (DELAC, Instructional Leadership Teams, and additional classified support for English Learners), and have determined to increase staffing (ELD Program Assistant, Library/Media Tech), professional development, and curriculum to provide direct services to our English Language Learners. We are also providing additional training in both designated and integrated ELD for certificated staff and classified staff to increase English proficiency with our English Language Learners with our new TOSA focused on supporting multilingual students.
Action 1.1 ELD Program Assistant
Action 1.1 TOSA English Learners

Action 2.1 Library/Media Tech

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,322,873.00	587,882.00	17.692%	0.000%	17.692%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$585,203.00	$771,557.00	$0.00	$0.00	$1,356,760.00	$1,228,946.00	$127,814.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$119,908.00	$41,214.00	$133,811.00	$27,311.00			$161,122.00	
1	1.2	Curriculum and Pedagogy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$25,541.00	$18,100.00	$25,541.00	$18,100.00			$43,641.00	
1	1.3	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$14,500.00		$14,500.00			$14,500.00	
2	2.1	School and Classroom Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$153,290.00	$0.00	$153,290.00				$153,290.00	
2	2.2	Culture of Support and Belonging	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$180,971.00	$5,000.00	$185,971.00				$185,971.00	
2	2.3	Whole Child Nurturance and Lifelong Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$128,196.00	$0.00	$82,890.00	$45,306.00			$128,196.00	
2	2.4	Mainstreaming and Parent Participation	Students with Disabilities	No			All Schools	Ongoing	$612,640.00	$0.00		$612,640.00			$612,640.00	
3	3.1	Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,000.00	$39,500.00		$42,500.00			$42,500.00	
3	3.2	Professional Learning and Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,200.00	$9,000.00	$3,200.00	$9,000.00			$12,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,200.00	$500.00	$500.00	$2,200.00			$2,700.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,322,873.00	587,882.00	17.692%	0.000%	17.692%	$585,203.00	0.000%	17.611 %	**Total:**	$585,203.00
								LEA-wide Total:	$585,203.00
								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	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,811.00	
1	1.2	Curriculum and Pedagogy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,541.00	
1	1.3	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	School and Classroom Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,290.00	
2	2.2	Culture of Support and Belonging	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,971.00	
2	2.3	Whole Child Nurturance and Lifelong Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,890.00	
3	3.1	Partnerships	Yes	LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.2**	Professional Learning and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,200.00	
3	**3.3**	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$708,594.00	$788,007.00

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**	Student Engagement	Yes	$142,227.00	$121,114.00
1	**1.2**	Curriculum and Pedagogy	Yes	$22,165.00	$87,430.00
1	**1.3**	Assessment	Yes	$17,195.00	$17,340.00
2	**2.1**	School and Classroom Safety	Yes	$161,757.00	$199,334.00
2	**2.2**	Culture of Support and Belonging	Yes	$188,702.00	$185,765.00
2	**2.3**	Whole Child Nurturance and Lifelong Wellness	Yes	$95,552.00	$99,099.00
2	**2.4**	Action Four: Mainstreaming and Parent Participation	No	$50,500.00	$52,355.00
3	**3.1**	Partnerships	Yes	$18,996.00	$25,070.00
3	**3.2**	Professional Learning and Development	Yes	$11,000.00	$0.00
3	**3.3**	Family and Community Engagement	Yes	$500.00	$500.00

2025-26 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)
698,675	$620,652.00	$710,582.00	($89,930.00)	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	Student Engagement	Yes	$142,227.00	$121,114.00		
1	1.2	Curriculum and Pedagogy	Yes	$22,165.00	$87,430.00		
1	1.3	Assessment	Yes	$14,149.00	$17,340.00		
2	2.1	School and Classroom Safety	Yes	$161,757.00	$199,334.00		
2	2.2	Culture of Support and Belonging	Yes	$178,702.00	$185,765.00		
2	2.3	Whole Child Nurturance and Lifelong Wellness	Yes	$95,552.00	$99,099.00		
3	3.1	Partnerships	Yes		$0.00		
3	3.2	Professional Learning and Development	Yes	$5,600.00	$0.00		
3	3.3	Family and Community Engagement	Yes	$500.00	$500.00		

2025-26 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)
3,390,237	698,675	0	20.608%	$710,582.00	0.000%	20.960%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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 the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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