2025-26

Local Control Accountability Plan

WESTMINSTER SCHOOL DISTRICT

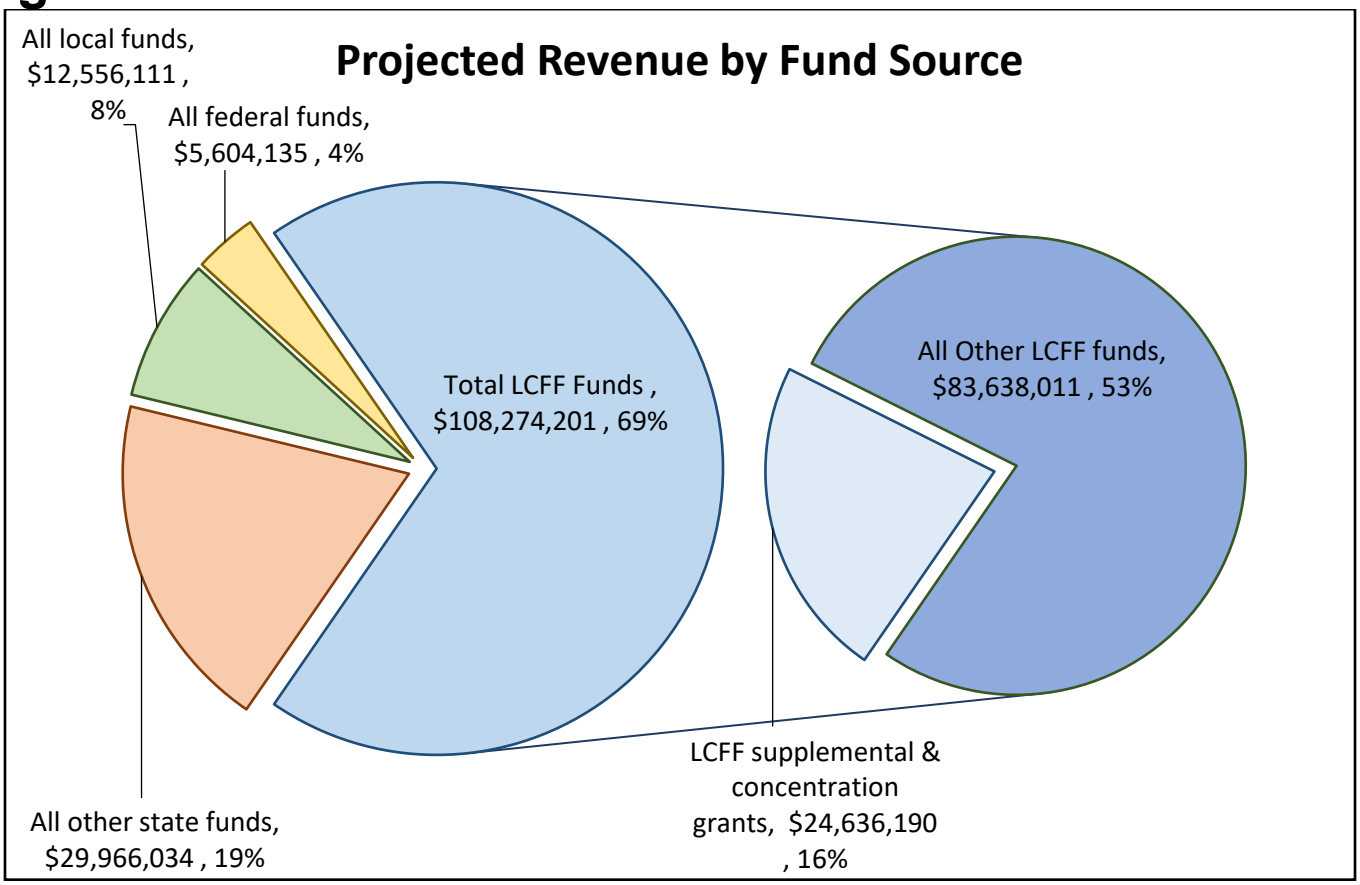


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westminster School District
CDS Code: 3066746-0000000
School Year: 2025-26
LEA contact information:
Dr. Cheryl Sosa
Director, Accountability and Equity
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(714) 894-7311 ext. 1101

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

Budget Overview for the 2025-26 School Year

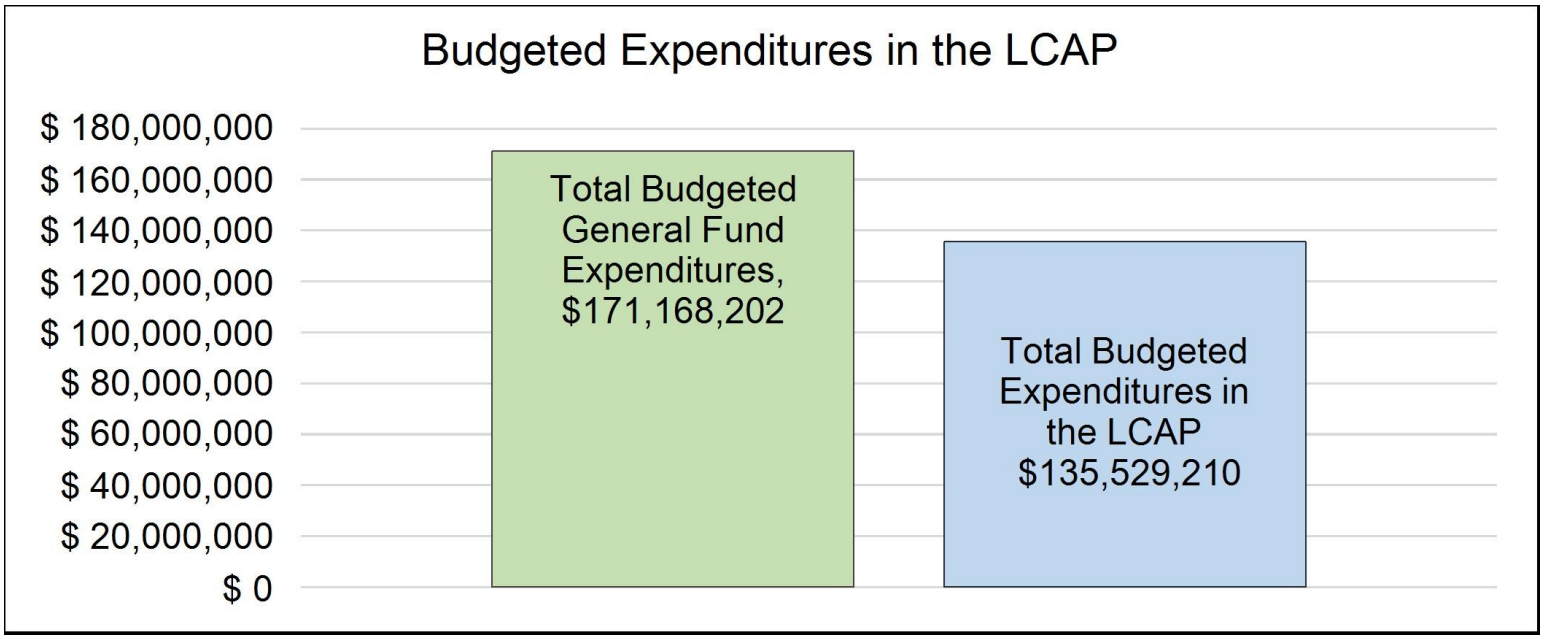


This chart shows the total general purpose revenue Westminster School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westminster School District is $156,400,481, of which $108,274,201 is Local Control Funding Formula (LCFF), $29,966,034 is other state funds, $12,556,111 is local funds, and $5,604,135 is federal funds. Of the $108,274,201 in LCFF Funds, $24,636,190 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 Westminster School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Westminster School District plans to spend $171,168,202 for the 2025-26 school year. Of that amount, $135,529,210 is tied to actions/services in the LCAP and $35,638,992 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

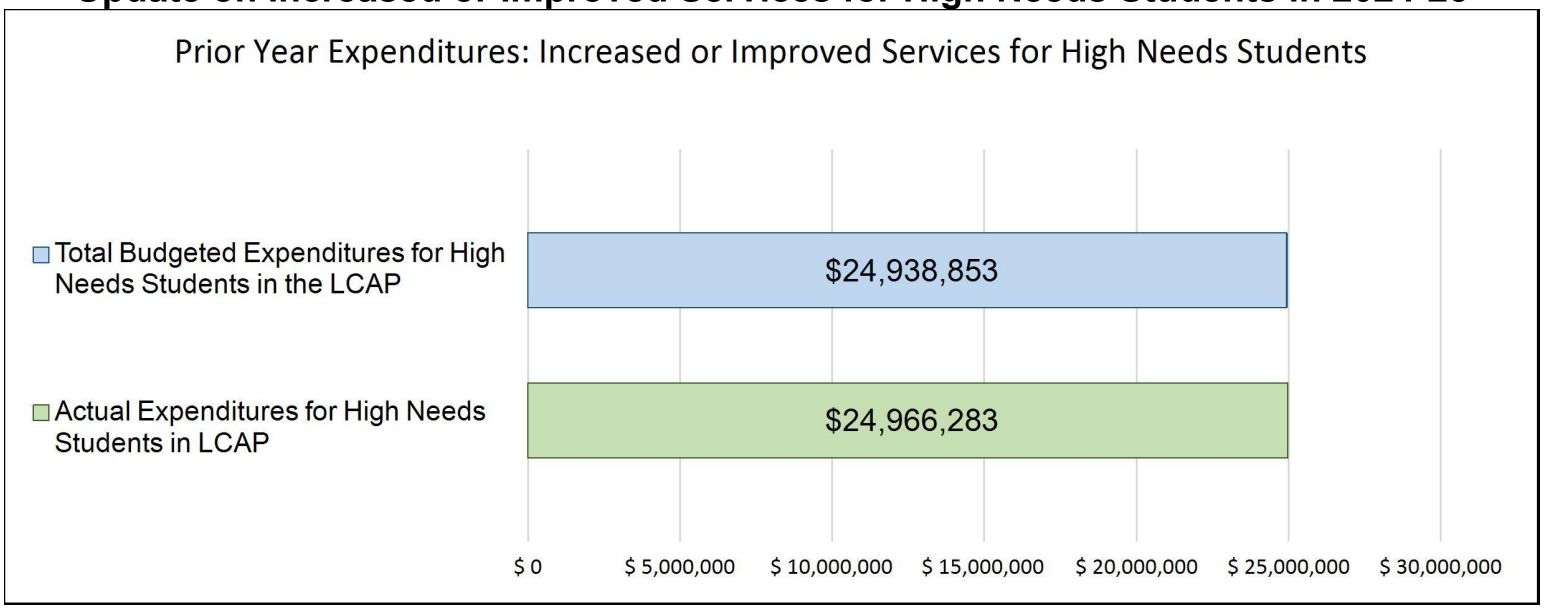
Budgeted expenditures not included in the LCAP will be used to support one time expenditures such as personnel and instructional materials under one time funds and/or special grants.

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

In 2025-26, Westminster School District is projecting it will receive $24,636,190 based on the enrollment of foster youth, English learner, and low-income students. Westminster School District must describe how it intends to increase or improve services for high needs students in the LCAP. Westminster School District plans to spend $24,636,190 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Westminster 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 Westminster 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 2024-25, Westminster School District's LCAP budgeted $24,938,853 for planned actions to increase or improve services for high needs students. Westminster School District actually spent $24,966,283 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $27,430 had the following impact on Westminster School District’s ability to increase or improve services for high needs students:

Actual expenditures higher than budgeted expenditures to increase or improve services for high needs students in 24-25 resulted in higher one time expenditures for personnel and instructional materials costs.

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
Westminster School District	Dr. Cheryl Sosa Director, Accountability and Equity	cherylsosa@wsdk8.us (714) 894-7311 ext. 1101

Plan Summary [2025-26]

General Information

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

Westminster School District developed a 2023-2029 Strategic Plan in the summer of 2023. This collaborative effort resulted in the creation of a new vision, mission, core values, five focus areas, and 30 objectives that has become the basis of our 2024-2027 LCAP. “Leading the way as the premier Pre K-8th grade school district in Orange County, CA by providing exceptional and innovative experiences where all learners thrive” is our district's new vision. Our mission states that..."It is our collective responsibility to educate and empower all students to pursue excellence through a distinctive, rigorous, and engaging academic experience.

The Westminster School District (WSD) is becoming an innovative district in Orange County by offering students multiple opportunities to become skilled in the areas of digital citizenship, world languages and college and career readiness. The District serves about 8,000 students through 13 elementary schools, 3 middle schools, and 1 early learning center. The ethnic background of WSD's student body is 45.5% Hispanic, .1% American Indian/Alaskan native, 1% Filipino, 37.5% Asian, .6% African American, .5% Native Hawaiian/Other Pacific Islander, 11.6% White, and 3.0% multiple races. WSD's student body is comprised of 37.4% English Learners, 0.3% Foster Youth, 76.5% Socio-Economically Disadvantaged, and 13.1% Students with Disabilities; the unduplicated count (English Learners, Foster Youth, and Socio-Economically Disadvantaged) is 78.1%. Westminster School District’s focus on developing our students, staff, and academic programs has resulted in award-winning schools and programs throughout the District. Willmore Elementary and DeMille Elementary earned the CABE 2022 Seal of Excellence Award. Schroeder Elementary was recognized in 2022 as a California Distinguished School. Fryberger Elementary School earned the 2021 U.S. Department of Education’s Green Ribbon School Award and the 2021 California Department of Education’s Green Achievers Award. Over the last three years, three Westminster School District schools have earned the prestigious California Distinguished School Award: Stacey Middle School (2021), Hayden Elementary School (2020), and Sequoia Academy (2018). In addition,

Sequoia Academy earned the 2018 California Arts Exemplary Award. Amongst other prestigious awards, Willmore Elementary School (2020) and DeMille Elementary School earned the California School Boards Association (CSBA) Golden Bell Award. Additionally, WSD and 13 schools were recognized as 2022 California Pivotal Practice Award recipients. This award temporarily replaced the California Distinguished Award during this past COVID-19 school year. Along with the districtwide recognition, the following 13 schools were recognized for their school based programs: Anderson Elementary School, Clegg Elementary School, DeMille Elementary School, Eastwood Elementary School, Fryberger Elementary School, Meairs Elementary School, Schmitt Elementary School, Schroeder Elementary School, Sequoia Elementary School, Webber Elementary School, Willmore Elementary School, Johnson Middle School, and Stacey Middle School. Several specialized academies provide academic choices for families; these include programs such as STEAM (science, technology, engineering, arts and math) Magnet, Gifted and Talented Education (GATE) Magnet, Dual Language Immersion programs and Computer Science Magnet schools.

WSD is the first District in the state to offer a Vietnamese Dual Language Immersion program, which supports the heritage language of our local community, Little Saigon. The Vietnamese Dual Language Immersion Program received the 2017 California School Boards Association (CSBA) Golden Bell Award, which recognizes programs that are necessary to address students' changing needs in education. As a District with 79.5% of the student population identified as English Learners, socio-economically disadvantaged and foster youth students, we also provide equitable access to our students through these programs and our 1:1 technology program. Additionally, we are proud to have nine California Gold Ribbon Schools and seven Title 1 Academic Achieving Schools across the District.

All WSD teachers and staff are trained professionals and it is a priority to retain and hire highly qualified staff to offer our families the best educational experience possible. WSD continues to offer small class sizes in the primary grades so that we can prepare all students academically and support their social-emotional needs. The importance of an effective teacher in the classroom has a strong impact on student achievement; therefore, on-going professional development is the key to ensuring that teachers have all the knowledge and skills to prepare students for college and beyond. Teachers have access to 21st Century Teaching and Learning professional development throughout the year. Teachers learn how to best implement balanced instruction, 21st century classroom spaces, as well as how to provide meaningful feedback to their students. This technology initiative also received the California School Boards Association (CSBA) Golden Bell Award as a program of excellence.

WSD believes in shared leadership and collaboration. Professional Learning Communities and School Leadership Teams build a shared leadership model and are part of every school site. At the student level, since our goal is to create students who are prepared for leadership, we also promote collaboration and leadership skills in the classroom. We know that if we create leaders, we will have given them the necessary skills to pursue and accomplish their dreams. Our mission statement is our commitment to building leaders: "Prepare all students to be responsible, resilient, resourceful, and productive world citizens in a changing and diverse society." We center all of our work on this mission statement, which includes academic and social-emotional services, and programs that ensure our students are ready to face the challenges that may lie ahead of them. Recently, the Westminster School District was selected in 2020 by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) as one of only 28 public school districts in California to receive the title of 2020 Honor Roll School District for having high performing schools.

Reflections: Annual Performance

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

Completion of Year 1 of the 2024-2027 LCAP

Although the most current data from the California School Dashboard is from the Spring of 2024 SBAC administration, we are able to compare the data with the 2023 data to support our ongoing initiatives.

2024 SBAC (3-8) ELA (Proficiency rate):

- Districtwide: 53.9%
- SED: 48.8%
- EL: 15.5%
- Foster Youth: NA due to low number of students
- SWD: 16.8%

Compared to 2023 data, we saw minor decreases in districtwide and students with disabilities (-.1% and -.4%), and an increase in our economically disadvantaged students (+.6%). There was a decline in our English learners (-8.8%), showing the need to refocus on this group in the area of language acquisition.

2024 SBAC (3-8) Math (Proficiency rate):

- Districtwide: 45.3%
- SED: 39.6%
- EL: 15.8%
- Foster Youth: NA due to low number of students
- SWD: 13.6%

Compared to 2023 data, increases were seen in the districtwide population and socio-economically disadvantaged students (+.4% and +1.1%). Declines were noted for English learners and students with disabilities (-5.1% and -.5%). There is a need to continue our focus on math instruction at the Tier I level in order to increase student proficiency.

2024 Making progress towards English language proficiency:

- 47.6%

Spring 2024 Reclassification Rate:

- 17.9%

Compared to 2023 data, we increased our reclassification rate by 1.8%, but declined in our students making progress towards English language proficiency. This year we took a deep dive into our data and discovered that we were creating barriers for our students for reclassification. We have since removed those barriers and expect the number of students reclassifying to increase next school year. There is also a need to continue and expand in our efforts to provide a rich Designated and Integrated ELD program for our English Learners.

2024 CAST (Proficiency Rate):

- Districtwide: 35.5%
- SED: 11.7%

- EL: 2.3%
- Foster Youth: NA due to low number of students
- SWD: 11.7%

Although the California Science Test is new to the dashboard, we evaluate all available data to determine successes and gaps. Our students who are economically disadvantaged, English learners and students with disabilities substantially underperformed the districtwide percentage. There is a need to evaluate this discrepancy further in the coming school year.

As of June 30, 2024 - Chronic Absenteeism:

- District: 11.4%
- SED: 13.2%
- EL: 11.0%
- Foster Youth: 35.2%
- SWD: 19.8%
- Black/AA: 38.8%
- Hispanic: 15.6%
- Pacific Islander: 31.3%

Compared to 2023 data, all subgroups have decreased the number of students that are considered chronically absent. The only subgroup that had an increase was Foster Youth (+17.6), which saw a sharp incline in chronic absenteeism. This shows the need to support our foster youth with services to support them in positive school attendance. We also provided opportunities for all students to participate in Saturday Academy which has shown positive growth in our attendance recovery efforts. There is a need to better connect our foster youth to this resource.

As of June 30, 2024 - Suspension Rate

- District: 2.2%
- SED: 2.6%
- EL: 2.4%
- Foster Youth: 6.8%
- SWD: 4.7%
- Black/AA: 9.1%

Compared to 2023 data, every subgroup saw a decline in their suspension rate. This decline can be attributed to our strong PBIS and MTSS, which support positive behavior and choices. All of our schools applied for PBIS awards, with 13 of the 16 schools increasing in award level.

As of June 30, 2024 - Expulsion Rate:

- District: 0%
- SED: 0%
- EL: 0%
- Foster Youth: 0%
- SWD: 0%
- Black/AA: 0%

WSD remains committed to supporting our students through a Multi-Tiered System of Support (MTSS). Positive Behavior Interventions and Supports have proven effective in creating safe environments where students can make mistakes but also make choices that do not lead to expulsion from schools.

In addition to the metrics above, the California School Dashboard noted the following areas as met: Basics: Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and Access to a Broad Course of Study.

Overall, the trend to support unduplicated students (FY, SED and EL's) was apparent. Specific interventions and Tier I instructional practices must be evaluated to ensure that we are supporting all students. Our focus next year will be on ELD instruction, supporting the ongoing needs of our foster youth population and stronger Tier I instruction which will lead our students to further success.

+ Differentiated Assistance (DA) - We have been identified for Differentiated Assistance, due to a lack of performance in ELA and Math, and chronic absenteeism in our Foster Youth population over the past two school years.
2024 Foster Youth Data
ELA - 59.4 Points below standard, Declined 23 points - Orange
Math - 118.3 Points below standard, Declined 48.1 points - Red
Chronic Absenteeism - 16.3% (increased), 34% chronically absent - Red
The additional areas of support for Differentiated Assistance can be found in Actions 1.8 and 2.5. In conjunction with the actions, we are working closely with the Orange County Department of Education to conduct a root cause analysis and develop a plan to support foster youth students over the next two school years.

+ Learning Recovery Emergency Block Grant (LREBG) - WSD has $2,025,858 in LREBG funding which will be expended by the end of the 25-26 school year. A comprehensive needs assessment was conducted through our baseline systems study, which included feedback from teachers, staff, parents, and other educational partners. This study analyzed data from the California School Dashboard, along with other local metrics. These funds are used to support instructional specialists and intervention teachers at the school sites. LREBG funding has been noted in specific actions under Goal 1, Actions 1.1, 1.2, 1.3, 1.4, and 1.6. Westminster School District feels that these actions will be the most effective in supporting our student's needs.
1.1 - $1,136,160
1.2 - $243,463
1.3 - $214,247
1.4 - $214,247
1.6 - $220,740

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The California Dashboard shows that several Westminster School District subgroups (SWD, African American, and Hispanic) have Red indicator for Chronic Absenteeism. In addition, Foster Youth earned a Red indicator score in the Suspension Rate category. Several schools within the District have one of more subgroups earn a Red indicator in one of the measured categories:

SBAC ELA
- Anderson ES (Hispanic)
- Stacey MS (SWD)
- Warner MS (SWD)
- Webber ES (Hispanic)

SBAC Math
- Anderson ES (Hispanic)
- Stacey MS (SWD)
- Webber ES (Hispanic)

Chronic Absenteeism
- Clegg ES (SWD)
- Anderson ES (Schoolwide, SED, SWD, Hispanic)
- DeMille ES (Hispanic)
- Eastwood ES (Schoolwide, EL, SED, SWD, Hispanic, White)
- Stacey MS (Homeless Youth, Hispanic)
- Hayden ES (EL, Homeless Youth, SED, SWD, Asian)
- Johnson MS (Schoolwide, EL, SED, SWD, Hispanic)
- Meairs ES (Schoolwide, EL, SED, SWD, Hispanic)
- Schmitt ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic)
- Warner MS (SWD, Hispanic)
- Webber ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic)

Suspension Rate
- Clegg ES (SWD)
- Stacey MS (EL, Homeless Youth)
- Johnson MS (Schoolwide, EL, SED, SWD, Hispanic, White)
- Warner MS (EL)

Reflections: Technical Assistance

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

The Westminster School District (WSD) is currently in Differentiated Assistance for our foster youth student group, based on performance data from the California School Dashboard. This support designation is triggered when a specific student subgroup, such as foster youth, does not meet performance standards on multiple indicators for two or more years. In 2024, our foster youth subgroup performed in the red in chronic absenteeism and Math achievement, and orange in ELA, highlighting an urgent need for focused improvement. Differentiated

Assistance provides a structured opportunity to collaborate with the Orange County Department of Education (OCDE) and other partners to identify and address the root causes of underperformance.

In response, OCDE is working in close partnership with WSD's Director of Curriculum and Instruction, the Director of Special Education, and the Director of Accountability and Equity. Together, the team is conducting a comprehensive analysis of foster youth data to understand the systemic and site-level factors contributing to chronic absenteeism and low academic performance. A dual focus has been established: Strengthening Tier I instructional practices across all classrooms and increasing efforts to improve attendance. This includes evaluating curriculum alignment, instructional delivery, and classroom engagement strategies to ensure that foster youth have equitable access to high-quality instruction every day. A strong emphasis will be on improving attendance processes and providing direct support to site principals. Strategies include refining school-wide attendance procedures, monitoring trends more closely, and offering guidance around SART (School Attendance Review Team) referrals, referrals to the District Attorney parent presentation, as well as coordination with SARB (School Attendance Review Board) when necessary. By combining rigorous instructional improvements with consistent, proactive attendance interventions, WSD and OCDE aim to create a supportive and accountable environment that better meets the academic and social-emotional needs of foster youth students.

In the 25-26 school year, our related actions for Differentiated Assistance will be: Actions 1.8 and 2.5.

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2024
ELA - 59.4 Points below standard, Declined 23 points - Orange
Math - 118.3 Points below standard, Declined 48.1 points - Red
Chronic Absenteeism - 16.3% (increased), 34% chronically absent - Red

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
District Leadership Team (District and site administration)	District leadership team meets on a monthly basis to discuss, plan, and develop Districtwide initiatives which include areas of the LCAP. Meetings were held: 9/17/24, 10/15/24, 11/5/24, 1/14/25, 2/11/25, 3/11/25, 4/8/25, and 5/12/25, with an additional meeting scheduled for 6/16/25. The Educational Services Leadership team meets every other week to discuss current LCAP initiatives and modifications for next year planning. The District Leadership Team provided input through the completion of the LCAP survey and site base meetings with their staff. The leadership team was represented in the creation of the new LCAP survey on February 11, 2025. LCAP Strategic Team committee meetings were held on April 2, 2025 and May 7, 2025. The purpose of the LCAP Strategic Team is to analyze survey results and provide LCAP recommendations.
Teachers and Classified staff	Teachers and classified staff were engaged through the completion of the LCAP survey. Certificated and Classified personnel had their own individual survey.

Educational Partner(s)	Process for Engagement
	In addition, meetings were held at each site; facilitated by site Principals to discuss items related to the LCAP in a parent friendly, informational and information gathering format. Classified and Certificated personnel were represented in the LCAP Strategic Team committee meetings held on April 2, 2025 and May 7, 2025, and also for the recreation of the LCAP survey on February 11, 2025. The purpose of the LCAP Strategic Team is to analyze survey results and provide LCAP recommendations. Lastly, certificated and Classified bargaining units (WTA and CSEA) where engaged through their participation in the LCAP Strategic Team meetings, SSC, and 1:1 meetings with Executive Cabinet.
Parents/Community Members	Parents and community members were engaged through the completion of the LCAP survey. They each had their own survey. Parents and community members were engaged through prescheduled district and site level meetings that included: District Advisory Committee (DAC). District English Learner Advisory Committee (DELAC), Parent Teacher Association (PTA), School Site Council (SSC), and site-based meetings with site leaders such as Coffee with the Principal. Lastly, Parents and community members were represented in the LCAP Strategic Team committee meetings held on April 2, 2025 and May 7, 2025. They were also part of the LCAP survey recommendations meeting on February 11, 2025. The purpose of the LCAP Strategic Team is to analyze survey results and provide LCAP recommendations.
Students	Students in grades 4 through 8 were engaged through the completion of the LCAP survey. Students were also represented in the LCAP Strategic Team committee meetings held on April 2, 2025, and May 7, 2025. The

Educational Partner(s)	Process for Engagement
	purpose of the LCAP Strategic Team is to analyze survey results and provide LCAP recommendations.
SELPA	Consultation with our Special Education Local Plan Area occurred through meetings with our Executive Director of Student Services. The Executive Director was also present at our LCAP Strategic Team meetings.

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

Throughout the LCAP process, Westminster School District worked collaboratively with parents, community members, students, District Advisory Committee, certificated staff, classified staff, leadership, to obtain input to support the develop the 25-26 LCAP. The following is a synopsis of the feedback provided by all stakeholder groups, including data from the LCAP survey:

+ Goal 1: Academic Achievement & Continuous Innovation: We are committed to continuous innovation and use of highly effective instructional strategies that instill a lifelong habit of intellectual inquiry. To that end, WSD provides a diverse, engaging, and well-rounded education that challenges and inspires each student to reach the highest level of achievement.

The data reveals clear alignment among stakeholder groups—parents, students, and staff—regarding the programs and practices most valued for supporting student success. Parents highlighted ASES/PRIDE, ELD, and tutoring as essential, while students identified a broader range including AVID, DLI, Math, ELD, GATE, STEAM, and tutoring. Despite these variations, there is strong consensus across all groups that programs like AVID, Math, ELD, and kinesthetic or arts-based activities play a critical role in driving academic achievement. Overall, stakeholders noted a positive trend in academic success; however, certificated staff raised concerns that current Multi-Tiered System of Supports (MTSS) efforts are not yet effectively closing the achievement gap.

Several actionable steps were recommended. First, establishing a clear baseline ("our floor") is necessary for measuring progress. Increasing collaboration with classified staff to strengthen shared efforts to improve student outcomes was noted as a need. Expanding school/family events and prioritizing project-based and kinesthetic learning opportunities to lead to greater student engagement. Exploring funding for academic assemblies, after-school sports, and Saturday enrichment programs in VAPA and STEAM will further support these goals. Increasing hands-on learning and expanding STEM engagement are also critical next steps. Throughout all efforts, maintaining a strong commitment to high-quality ELD instruction remains a top priority.

+ Goal 2: Student and Staff Safety & Wellness: Student and staff safety and wellness are essential components of an environment that is conducive to teaching and learning. WSD promotes a culture of emotional health, safety, and well-being where our educational community thrives.

The data reflects a strong appreciation for counselors across all stakeholder groups, highlighting the critical role they play in supporting student well-being. Students also expressed feedback on several aspects of the school experience, particularly around food quality and campus conditions, and concerns about active construction sites. Positive community influences such as the School Resource Officer (SRO) and therapy dog were examples of a welcoming and supportive environment. However, student perceptions of safety remain an area of concern, with only 68% reporting that they feel safe at school. This data points to a need for deeper inquiry into which specific areas are of concern and how to effectively address the concerns. Additionally, while 71% of students know how to access help, nearly one-third do not, demonstrating a need for greater visibility and approachability of support systems.

Stakeholders also recognized and valued the district's ongoing DEI (Diversity, Equity, and Inclusion) efforts, including the desire to look at a schoolwide DEI curriculum and meaningful community engagement. Still, the data suggests a need to strengthen communication and accessibility of support resources. Food service suggestions included expanding options by eliminating bagged meals, introducing salad bars, and using newsletters to better inform families of food service options. Stakeholders were appreciative of the counselors and have an interest in maintaining a 1:1 counselor-to-school ratio as a priority, want to develop an elementary-level incident reporting system and want to see support for students in self-advocacy through increased awareness of students' right to report.

+ Goal 3: Fiscal Solvency & Organizational Health: We maintain the public trust by providing high quality services and systems by using our resources efficiently and equitably. WSD is committed to ensuring human and fiscal resources are effectively managed in order to support every student's educational journey.

Across stakeholder groups the most common request was smaller class sizes which was described by all groups, with recommendations to conduct a district-wide needs assessment of class size and utilize available classroom space in smaller schools to meet this goal.

Concerns about the campus environment, including issues with cleanliness, trash, bathrooms, and graffiti, were reported by both students and staff, reflecting a desire for additional ongoing maintenance and modernization of school sites. 60% of students and 40% of certificated staff expressed dissatisfaction with the state of school maintenance. These concerns also extended to ongoing construction projects and a request for modernization across school facilities

Mental health support was also emphasized, with students requesting more counselors and continued use of tools like Thrively check-ins and strengths-based assessments. Students also emphasized the importance of having the additional counselors and tools that support their emotional well-being, such as Thrively check-ins. Other shared needs included improving communication and access, especially through translation tools and increased awareness of reporting systems. There is a request to raise awareness about student rights, self-advocacy, and the process for reporting incidents or seeking help.

Additionally, there is a need to continue to provide supports for Long-Term English Learners (LTELs) and streamlined professional development for staff. Strengthening programs like the DLI curriculum, decreased class size and instructional software programs were discussed. Increasing DLI and specialty programs was important to stakeholders.

+ Goal 4: Community Connections: We value the participation of families, students, and the community and encourage the diverse perspectives of our education partners. We leverage our communication resources to develop mutually-beneficial relationships with our educational community.

Data revealed that parents desire more timely and accessible communication from schools, particularly through email and platforms like Parent Square. They expressed a need for earlier notifications about school events to help increase their involvement in their children's education. There was a clear difference between how students and adults feel regarding whether or not they feel a welcome and safe at school. This suggests that students may feel less secure or included than staff or families believe.

Recommended actions: Provide school staff with additional support and resources to assist families, including help with technology and information access. Staff should be given access to "feedback" data on the disparity between student and adult perceptions, encouraging self-reflection and action on these concerns. Lastly, it is recommended to keep the current initiatives/actions in place to address these issues, ensuring continued progress while fostering greater support and engagement within the school community.

+ Goal 5: Leadership Development & Employee Success: WSD values and supports our educational team and provides a positive culture where all employees thrive. To that end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

Feedback highlighted several areas for improvement in professional development and staff compensation. Both classified and certificated staff emphasized the importance of higher pay – with an emphasis that classified employees, who are often part-time, and do not receive benefits.

Professional development was universally recognized as crucial, with a need for clear communication of available opportunities, more relevant and robust training sessions, and the inclusion of career-building opportunities. Classified staff expressed a need for better awareness of available professional development opportunities, as they may not be fully informed about all the options. This could include initiatives like "growing our own" through internal hiring and providing mentorship opportunities to develop staff capacity.
The success of past training efforts was apparent, particularly in programs like Thinking Maps and AVID, which saw high participation and positive feedback. English Learner and GLAD trainings had medium participation. Recommendation to shift foreign language professional development towards Dual Language Immersion (DLI) to better meet current needs.

The importance of leadership training, creating a positive school culture, alongside a focus on progressive discipline and complaint procedures was discussed. Feedback received for the HR plan included a focus on increasing recruitment efforts and making professional development sessions more targeted and specific to avoid dilution. To support this, ongoing collaboration with external organizations, such as Orenda and continued Guiding Coalitions, is recommended, along with ensuring that PD is focused on how to better connect with students and address their needs.

**The results of the 2024-2025 LCAP survey, which support in the development of the 25-26 LCAP, showed an increase in participation in most groups, as compared to the survey given in the 2023-2024 school year.

1. Parents and Community Survey: 1278 responses - Decreased by 566 responses over last year
2. Student Survey: 3239 responses - Increased by 253 responses over last year
3. Certificated Survey: 460 responses - Increased by 240responses over last year
4. Classified Survey: 274 responses - Increased by 156 responses over last year

The 2025-2026 LCAP was calibrated to ensure that it reflected community partner input. Stakeholder review and input directly contributed to the revisions of the LCAP. As each group reviewed the current year action items, rich discussions developed between stakeholder groups. The feedback from these discussions was critical to updating the 2025-2026 LCAP action items. Action items were refined to include most current information and any changes that had occurred since the previous plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement & Continuous Innovation: We are committed to continuous innovation and use of highly effective instructional strategies that instill a lifelong habit of intellectual inquiry. To that end, WSD provides a diverse, engaging, and well-rounded education that challenges and inspires each student to reach the highest level of 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all community partners, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 1 for the following reasons:

1. Local assessment data (Trimester 2 2023-2024) shows that student achievement is increasing as compared to pandemic levels (Spring 2021). Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021. This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts.

2. 2023 SBAC data shows that instructional efforts have mitigated some of the learning loss experienced through the pandemic. SBAC ELA data shows that 53.9% of students are proficient or above, compared to 58.1% in 2019. In Mathematics, 44.9% of students are proficient, compared to 51.9% in 2019. Learning loss is being addressed with the implementation of strategies to reach pre-pandemic levels to continue to increase student achievement. This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts.

3. SBAC data shows an achievement gap between all students and targeted student groups. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, 33.3% of foster youth, and 12.6% of Students with Disability. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students

22.9% of English Learners, 26.7% of foster youth, and 11.1% of Students with Disability. Goal 1 intends to support all students and reduce the achievement gap to ensure all students are proficient.

4. The English learner reclassification rate continues to be a District-wide focus. We suspect that the learning loss due the pandemic will negatively affect the reclassification of students. Since the District has an unduplicated student enrollment of 78.5%, it is important that we meet the needs of the students we serve such as English learners, socioeconomically disadvantaged and foster students. In addition, a coordinated effort will be made to also provide additional support to our other significant subgroups that are underperforming, mainly, Hispanic and students with disabilities subgroups. WSD supports the EL program with the addition of three full time Instructions Support Specialist commencing in the fall of 2023. This goal was develop to specifically support EL Students in attaining english proficiency prior to entering High school.

5. Since the District has an unduplicated student enrollment of 78.6%, it is important that we meet the needs of the students we serve such as English learners and socio-economically disadvantaged and foster students. In addition, a coordinated effort will be made to also provide additional support to our other significant subgroups that are underperforming, mainly, Hispanic and students with disabilities subgroups.

6. Goal addresses the following State Priorities: Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes).

7. Providing college and career readiness opportunities is an important to our educational partners.

8. WSD has been identified as disproportionally identifying hispanics as SWD, specifically language learners. A specific goal for SWD was added due to the District's designation and the achievement gap stated in item #2 above

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Grade 3-8: • ELA and Math SBAC Proficiency Rates	2023 SBAC ELA (Proficiency rate): • Districtwide: 54.0% • SED: 48.2% • EL: 24.3% • Foster Youth: 23.1% • SWD: 17.2%	2024 SBAC ELA (Proficiency rate): • Districtwide: 53.9% • SED: 48.8% • EL: 15.5% • Foster Youth: NA due to		2026 SBAC ELA (Proficiency rate): • Districtwide: 65% • SED: 55% • EL: 30% • Foster Youth: 30%	2024 SBAC ELA (Proficiency rate): • Districtwide: -.1% • SED: +.6% • EL: -8.8% • Foster Youth: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 SBAC Math (Proficiency rate): • Districtwide: 44.9% • SED: 38.5% • EL: 20.9% • Foster Youth: 30.8% • SWD: 14.1%	low number of students • SWD: 16.8% 2024 SBAC Math (Proficiency rate): • Districtwide: 45.3% • SED: 39.6% • EL: 15.8% • Foster Youth: NA due to low number of students • SWD: 13.6%		• SWD: 25% 2026 SBAC Math (Proficiency rate): • Districtwide: 55% • SED: 44% • EL: 30% • Foster Youth: 40% • SWD: 25%	• SWD: -.4% 2024 SBAC Math (Proficiency rate): • Districtwide: +.4% • SED: +1.1% • EL: -5.1% • Foster Youth: 0 • SWD: -.5%
1.2	Grade 3-8: • ELA and Math SBAC Distance from Standard	2023 SBAC ELA (Distance from Standard): • Districtwide: 4.5 • SED: -9.2 • EL: -21.2 • Foster Youth: -36.4 • SWD: -86.1 2023 SBAC Math (Distance from Standard):	2024 SBAC ELA (Distance from Standard): • Districtwide: 3.5 • SED: -11.5 • EL: -29.1 • Foster Youth: -59.4 • SWD: -90.4		2026 SBAC ELA (Distance from Standard): • Districtwide: 20 • SED: 5 • EL: -5 • Foster Youth: -10 • SWD: -40 2026 SBAC Math	2024 SBAC ELA (Distance from Standard): • Districtwide: -1 • SED: -2.3 • EL: -7.9 • Foster Youth: -23 • SWD: -4.3 2024 SBAC Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Districtwide: -16.7 • SED: -31.7 • EL: -40.8 • Foster Youth: -70.2 • SWD: -105.1	2024 SBAC Math (Distance from Standard): • Districtwide: -15.9 • SED: -31.3 • EL: -44.2 • Foster Youth: -118.3 • SWD: -107.9		(Distance from Standard): • Districtwide: 5 • SED: -10 • EL: -20 • Foster Youth: -40 • SWD: -60	(Distance from Standard): • Districtwide: +.8 • SED: +.4 • EL: -3.4 • Foster Youth: -48.1 • SWD: -2.8
1.3	Grades 3-8: • ELA and Math STAR Percentile Rank (PR)	2024 STAR ELA (40 percentile and above): • Districtwide: 53% • SED: 47% • EL: 23% • Foster Youth: 41% • SWD: 21% 2024 STAR Math (40 percentile and above): • Districtwide: 70% • SED: 61% • EL: 54% • Foster Youth: 57% • SWD: 41% Adjusted Baseline to increase to 50th	24-25 STAR Reading Tri 1 (50 percentile and above): • Districtwide: 55% • SED: 49% • EL: 21% • Foster Youth: 44% • SWD: 19% 24-25 STAR Math Tri 1 (50 percentile and above): • Districtwide: 61% • SED: 56% • EL: 40%		2027 STAR ELA (40 percentile and above): • Districtwide: 70% • SED: 60% • EL: 50% • Foster Youth: 50% • SWD: 40% 2027 STAR Math (40 percentile and above): • Districtwide: 80% • SED: 70% • EL: 65%	2025 STAR Reading Tri 1 (50 percentile and above): • Districtwide: +8% • SED: +9% • EL: +10% • Foster Youth: 0% • SWD: +8% 2025 STAR Math Tri 1 (50 percentile and above): • Districtwide: -5% • SED: -4% • EL: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		percentile: 23-24 STAR ELA Tri 1 (50 percentile and above): • Districtwide: 47% • SED: 40% • EL: 11% • Foster Youth: 44% • SWD: 11% 23-24 STAR Math Tri 1 (50 percentile and above): • Districtwide: 66% • SED: 60% • EL: 40% • Foster Youth: 60% • SWD: 23%	• Foster Youth: 46% • SWD: 25%		• Foster Youth: 65% • SWD: 60% Adjusted targets due to increase to 50th percentile: 2027 STAR ELA (50 percentile and above): • Districtwide: 70% • SED: 60% • EL: 45% • Foster Youth: 55% • SWD: 40% 2027 STAR Math (50 percentile and above): • Districtwide: 70% • SED: 70% • EL: 60% • Foster Youth: 65% • SWD: 50%	• Foster Youth: -14% • SWD: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Grades K-2: • STAR Early Literacy percentile Rank (PR)	2024 STAR Early Literacy (40 percentile and above) • Districtwide: 60% • SED: 54% • EL: 45% • Foster Youth: 86% • SWD: 37% Adjusted Baseline to increase to 50th percentile: 23-24 STAR Early Literacy Tri 1 (50 percentile and above) • Districtwide: 57% • SED: 50% • EL: 36% • Foster Youth: 40% • SWD: 30%	24-25 Early Literacy Tri 1 (50 percentile and above): • Districtwide: 54% • SED: 48% • EL: 38% • Foster Youth: 46% • SWD: 30%		2027 STAR Early Literacy (40 percentile and above) • Districtwide: 70% • SED: 60% • EL: 60% • Foster Youth: 90% • SWD: 50% Adjusted targets due to increase to 50th percentile: 2027 STAR Early Literacy (50 percentile and above) • Districtwide: 65% • SED: 60% • EL: 50% • Foster Youth: 55% • SWD: 45%	24-25 Early Literacy Tri 1 (50 percentile and above): • Districtwide: -3% • SED: -2% • EL: +2% • Foster Youth: +6% • SWD: 0%
1.5	English Learner progress • Reclassification percentage rates	2023-2024 Reclassification Rate: • 16.1% (503/3118)	Spring 2024 Reclassification Rate: • 17.9%		2026-2027 Reclassification Rate: • 20%	+1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(corrected - Spring 2023 reclassification rate)				
1.6	English Learning Progress • % making progress towards English	2023% Making progress towards English language proficiency: • 53.9%	2024 Making progress towards English language proficiency: • 47.6%		2027 % Making progress towards English language proficiency: • 60%	-6.3%
1.7	Implementation of Academic Standards	2023-2024 Implementation of Academic Standards • Standard Met	2024-2025 Implementation of Academic Standards • Standard Met		2026-2027 Implementation of Academic Standards • Standard Met	0
1.8	Professional Development: • PD opportunities • PD Attendance	2023-2024 PD opportunities • 36 2023-2024 PD Attendance • 954	2024-2025 PD opportunities • 39 2024-2025 PD Attendance • 1,103		2026-2027 PD opportunities • 70 2023-2024 PD Attendance • 2000	+2 PD Opportunities +149 PD Attendance
1.9	PLC and SLT implementation data: • PLC meeting frequency • SLT meeting frequency	PLC meeting frequency • 2 per month SLT meeting frequency • District level conferences: 1 • School site meetings: Once per month	PLC meeting frequency • 2 per month SLT meeting frequency • District level conferences: 2		PLC meeting frequency • 1 per week SLT meeting frequency • District level conferences: 3	+1 District level conferences

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• School site meetings: Once per month		• School site meetings: Once per month	
1.10	Long Term English Learner	Number of 6+ years LTELs • 88 Adjusted number of 6+ years LTELs Spring 2023 • 298	Spring 2024 Number of 6+ years LTELs • 266		Number of 6+ years LTELs • 40	-32 LTEL's
1.11	Grade 5 & 8: • CAST Proficiency Rates	2023 CAST (Proficiency Rate): • Districtwide: 30.2% • SED: 19.3% • EL: 2.3% • Foster Youth: 8.8% • SWD: 8.7%	2024 CAST (Proficiency Rate): • Districtwide: 35.5% • SED: 11.7% • EL: 2.3% • Foster Youth: NA due to low number of students • SWD: 11.7%		2026 CAST (Proficiency Rate): • Districtwide: 40% • SED: 30% • EL: 20% • Foster Youth: 20% • SWD: 20%	2026 CAST (Proficiency Rate): • Districtwide: +5.3% • SED: -7.6% • EL: 0 • Foster Youth: NA due to number of students • SWD: +3%
1.12	Instructional Resources and Programs developed for UPC and SWD	2023-2024 Instructional Resources and Programs developed for UPC and SWD: • Supplemental Personnel: 39	2024-2025 Instructional Resources and Programs developed for UPC and SWD:		2026-2027 Instructional Resources and Programs developed for UPC and SWD:	+6 Counselors -1 Parent Symposium

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(e.g. Counselors, PSTs, USTs, Community Liaisons etc.) • Supplemental Instructional Materials: 16 (e.g. ST Math, READ I80, Imagine Learning, etc.) • Social-emotional Platforms: 3 (e.g. Mind up, Second Step, etc.) • Parent Symposiums: 2 per year • Communication /Instructional platforms: 5 (e.g. See Saw, Nearpod, etc.)	• Supplemental Personnel: 45 (e.g. Counselors, PSTs, USTs, Community Liaisons etc.) • Supplemental Instructional Materials: 16 (e.g. ST Math, READ I80, Imagine Learning, etc.) • Social-emotional Platforms: 3 (e.g. Mind up, Second Step, etc.) • Parent Symposiums: 1 per year • Communication/Ins		• Supplemental Personnel: 39 (e.g. Counselors, PSTs, USTs, Community Liaisons etc.) • Supplemental Instructional Materials: 16 (e.g. ST Math, READ I80, Imagine Learning, etc.) • Social-emotional Platforms: 3 (e.g. Mind up, Second Step, etc.) • Parent Symposiums: 3 per year • Communication/Ins	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			tructional platforms: 5 (e.g. See Saw, Nearpod, etc.)		tructional platforms: 5 (e.g. See Saw, Nearpod, etc.)	
1.13	Long Term English Learner (LTEL) progress	New Baseline	Spring 2024 Chronic Absenteeism - 12.6% Suspension Rate - 10.5% ELPI - 15.1% ELA - 85.5 points below standard Math - 112.2 points below standard Science - 25.7 points below standard			New Metric

Goal Analysis [2024-25]

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

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

Goal 1 Analysis

WSD uses STAR ELA, Math, and Early Literacy and SBAC ELA and Math data as key measures of student achievement. The data guides us in identifying areas of need, and celebrating growth across our schools. As we looked at our data, we decided to take a new approach to closing the achievement gap by working with Orenda Education to support a baseline systems study. From this study we saw the urgency to support our students by aligning our systems, increasing the level of rigor in our Tier I instruction, focusing on curriculum alignment with State standards and creating assessments that directly assess the content students have learned. This is a multi-year process that we have begun

this year. As we continue to align the system at the beginning of the year, we anticipate that we will begin seeing positive results at the end of next school year.

This year, we closely examined English learner performance and found that many English learner students are excelling and often outperforming their peers. We realized that there were barriers to student reclassification that were unnecessary. In response, we reevaluated our reclassification process to ensure it accurately reflects both language proficiency and academic achievement. To advance these efforts, we offer targeted professional development focused on accelerating academic growth, particularly through evidence-based strategies and differentiated instruction.

The addition of the science assessment to the California School Dashboard gave us additional data to analyze. We look forward to our results next year as we make adjustments in other content areas and foundational skills that we believe will translate to Science scores.

Finally, instructional resources play a large role in ensuring our students' success. Our instructional specialists play a critical role in supporting classroom teachers by modeling best practices, guiding curriculum alignment, and facilitating data-driven planning. We have further enhanced our system through the use of supplemental programs that provide targeted intervention and enrichment, and through strong communication systems that ensure coordination across school sites.
Together, these elements form a cohesive and responsive instructional framework designed to promote equitable access, raise achievement, and support the success of every student.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren’t fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.
Westminster School District did not have significant differences between planned percentage of improved services and the estimated actual percentages of improved services. WSD did experience slight differences due to the availability of one-time funds.

Goals 1.1 and 1.2: Planned expenditures are project to be under the initial amounts due to access to other funding sources and spending down one time grant funds.
Goals 1.5 and 1.6: Planned expenditures increased due to focus on Multi-Tiered Systems of Support and specialty program needs.

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

WSD is committed to developing and expanding specialty programs that foster student engagement, academic achievement, and a strong sense of belonging. We offer robust support for a wide range of specialty initiatives at school sites, including dual language immersion,

STEM, a comprehensive and districtwide visual and performing arts programs, Gifted and Talented Education, college and career readiness, community engagement, and leadership development. These programs are designed to create meaningful, real-world learning experiences through project-based learning and culturally responsive instruction. These efforts reflect our laser focus on providing innovative educational pathways that not only meet students where they are but also inspire them to thrive academically and socially. Through our specialty programs, students are empowered to explore their interests, build future-ready skills, and feel more connected to their school communities.

Our specialty language programs have seen tremendous success, particularly our dual language immersion offerings. Currently, we operate two thriving dual immersion schools, one in Spanish and one in Vietnamese. This year we focused on refining and supporting our dual language schools, while surveying our community on their view of expanding these programs. Through the engagement of stakeholders, we will be opening another Spanish and another Vietnamese language school in the Fall.

This year we prioritized high-quality professional development to strengthen instructional practices and support student success across all schools. As part of our districtwide initiatives, we invested in comprehensive training for teachers and leadership in both AVID and Professional Learning Communities (PLCs). These targeted efforts equip teachers and leaders with research-based strategies to promote college and career readiness, foster collaborative teaching cultures, and deepen content understanding through student-centered approaches. We ensure that educators have the tools, support, and shared practices necessary to drive meaningful outcomes in every classroom.

We are most proud of the strong emphasis we had this year on strengthening our instructional programs across all schools. In analyzing student performance, we recognized that the achievement gap was widening, prompting us to take action. To ensure our next steps were grounded in equity and data-driven decision-making, we partnered with Orenda Education to conduct a comprehensive baseline systems study. This in-depth analysis allowed us to better understand the diverse needs of our students and identify areas for targeted improvement. As a result, we are now in the process of developing a districtwide curriculum alignment matrix and standards-based assessments that are fully aligned with the California State Standards. Along with this work will be a rigorous process for looking at student data, with a particular focus on all subgroups. This work reflects the hard work and dedication of our educators, who are eager for clarity, coherence, and tools that support effective teaching and learning. Together, we are building a more equitable and responsive instructional system that supports the success of every student.

Our district continues to strengthen our Multi-Tiered System of Supports (MTSS) by deepening the understanding of Tier I, Tier II, and Tier III instruction and ensuring all students receive the appropriate level of academic, behavioral, and social-emotional support. This year, we focused on building capacity at school sites to differentiate instruction and interventions effectively, ensuring that Tier I instruction is strong and inclusive, while targeted supports at Tier II and intensive interventions at Tier III are clearly defined and implemented. At the same time, we have made progress in advancing our PBIS goals, with a majority of schools moving up in their PBIS recognition levels. Additionally, we've leveraged Expanded Learning Opportunities Program (ELOP) funding to support positive outcomes for students by offering enriching after-school programs that promote engagement, reinforce learning, and support the whole child. These efforts collectively reflect our commitment to creating supportive, inclusive learning environments where all students can thrive.

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.

The following are changes that were made to our Metrics/Actions:

+ We observed that students showed higher performance on the STAR assessments than on the SBAC in both ELA and Math. Our STAR assessments had been set at the 40th percentile, whereas alignment with the SBAC is more accurate at the 50th percentile. To better reflect how students are likely to perform on the SBAC, we adjusted our benchmarks for all STAR assessments accordingly (to report out at the 50th percentile).

+ LREBG (Learning Recovery Emergency Block Grant)
WSD is funding the following actions through LREBG funds - Action 1.1, 1.2, 1.3, 1.4, and 1.6. It is anticipated that the funds will be expended by the end of the 25-26 school year.

+Addition of Action 1.8 - Orenda Education
As described above, WSD is partnering with Orenda Education to refine and focus our Tier I instructional practices, to promote higher levels of learning for our students, to improve our teaching practices and align assessments.

+ WSD is participating in Differentiated Assistance for Foster Youth, due to the subgroups decline in test scores and chronic absenteeism. Actions were added in this Goal area for the 25-26 school year - Action 1.8.

+A new metric (1.13) was added to Goal 1 - LTEL's. This metric was established to track our Long-Term English Learners and their progress. It is our goal to meet the needs of our Long-Term English Learners as they work toward reclassification. By closely monitoring their academic and language development data, we can better determine the targeted supports they need, tailor their instruction, and implement strategic interventions to accelerate their progress.

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	Instructional Program	Create, implement, and continually improve a district-wide plan for instructional programs, strategies, and assessment tools ensuring all learners achieve grade level proficiency in all core subject areas (Literacy, Language Arts, Math, Science, Social Studies, PE, and Electives). a) Continue to support the implementation of the state academic standards and aligned instructional materials.	$8,378,569.00	No

Action #	Title	Description	Total Funds	Contributing
		b) Develop and/or expand instructional programs and initiatives that promote college and career readiness. c) Continue to expand Advance Via Individual Determination (AVID) district-wide implementation. d) Expansion of Science, Technology, Engineering, Arts and Math (STEAM) programs. e) Develop and expand computer science during and after school. f) Instructional materials for specialized programs and initiatives. g) Writing across content areas h) Implementation of a District wide research-based English Learner instructional program. i) Focus on increasing proficiency rates and distance from standard as measured by the SBAC districtwide and to support our at risk student subgroups (English Learners, Foster Youth, Socioeconomically disadvantaged, students with disability). In addition the following schools have at least one subgroups that obtained a red indicator in the SBAC indicator: Anderson (Math and ELA-Hispanics), Stacey MS (Math and ELA - SWD), Warner MS (ELA-SWD), and Webber ES (Math and ELA - Hispanic). LREBG Action - LREBG funds will be used to provide instructional specialists and intervention teachers (in this and other actions areas) in the total amount of $2,000,000, through the 2025-2026 school year. Studies on coaching for teachers demonstrate positive impacts on student achievement and teacher efficacy. Furthermore, studies support the effectiveness of intervention teachers who provide Tier II and III support for students. Metrics being used to monitor the LREBG action: Metric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.12.		
1.2	Differentiated Instruction	Provide timely and effective differentiated instructional practices that monitor progress, inform teaching practices, and ensure student growth. a) Develop District English Language Development (ELD) Master Plan for teaching and learning. b) Increase and calibrate supports for the effective implementation of designated and integrated ELD instruction for all students.	$15,423,481.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c) Expansion of integrated technology to support a blended learning environment. d) Maintenance of a systemic District-wide intervention program to support student learning. e) Summer Learning Recovery Program (SLRP) specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. f) Depth and Complexity Framework - increase the use of the depth and complexity icons to support differentiation in the classroom g) Improve language acquisition programs to support Long-Term English Leaners (LTELs) LREBG Action - LREBG funds will be used to provide instructional specialists and intervention teachers (in this and other actions areas) in the total amount of $2,000,000, through the 2025-2026 school year. Studies on coaching for teachers demonstrate positive impacts on student achievement and teacher efficacy. Furthermore, studies support the effectiveness of intervention teachers who provide Tier II and III support for students. Metrics being used to monitor the LREBG action: Metric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.12 and 1.13.		
1.3	PLCs	Collaborate as a Professional Learning Community to determine guaranteed viable curriculum, create common assessments, analyze results, and share and adjust instructional practices. a) Support professional collaboration at all levels across the District with time and resources through a collaborative process: Site Administrators, grade level teams, classified teams, department teams. b) Allow collaboration time for teachers within the school day. LREBG Action - LREBG funds will be used to provide instructional specialists and intervention teachers (in this and other actions areas) in the total amount of $2,000,000, through the 2025-2026 school year. Studies on coaching for teachers demonstrate positive impacts on student achievement and teacher efficacy. Furthermore, studies support the	$1,864,247.00	No

Action #	Title	Description	Total Funds	Contributing
		effectiveness of intervention teachers who provide Tier II and III support for students. Metrics being used to monitor the LREBG action: Metric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.12.		
1.4	Districtwide Initiatives	Refine and build commitment to fidelity of district-wide initiatives and ongoing professional development that support the teaching of content area standards and curriculum. a) Implement Write from the Beginning to support writing across the content areas b) Expand and support AVID-WICOR(Writing, Inquiry, Collaboration, Organization, and Reading) strategies c) Support and Sustain the PLC process d) Expansion of CGI (Cognitively Guided Instruction) in Math LREBG Action - LREBG funds will be used to provide instructional specialists and intervention teachers (in this and other actions areas) in the total amount of $2,000,000, through the 2025-2026 school year. Studies on coaching for teachers demonstrate positive impacts on student achievement and teacher efficacy. Furthermore, studies support the effectiveness of intervention teachers who provide Tier II and III support for students. Metrics being used to monitor the LREBG action: Metric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.12.	$868,247.00	No
1.5	MTSS	Deliver intentional targeted Multi-Tiered Systems of Support and interventions for all students to close the achievement gap through evidence-based instructional strategies and differentiated instruction. a) Implement a District-wide MTSS system of support to support students' academic, behavior, and social-emotional needs; specifically targeting SED, EL, and FY. b) Increase RtI academic supports and interventions at all sites. c) Support the unique needs of McKinney-Vento/homeless students and foster youth: academic supports and family resource referrals.	$11,006,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d) Continued implementation of District wide behavior expectations using Positive Behavior Interventions and Supports (PBIS) framework. e) Expand support programs to enhance students' social emotional skills, specifically Tier II and III behavior supports and school connectedness. f) Support Expanded Learning Opportunity Programs specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.		
1.6	Specialty Programs	Concurrent with instructional coherence, expand and create targeted innovative specialty programs across all schools in the district that cultivate critical and creative thinking by integrating problem-based learning opportunities to attract and retain students. a) WSD will implement specialty schools at all school sites b) WSD will continue to support the following Specialty Program categories: i) Dual Language Immersion ii) STEM iii) Arts Education iv) GATE v) College and Careers; specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. vi) Virtual Learning Program vii) Innovative Instructional Programs viii) Community Service/Engagement Programs LREBG Action - LREBG funds will be used to provide instructional specialists and intervention teachers (in this and other actions areas) in the total amount of $2,000,000, through the 2025-2026 school year. Studies on coaching for teachers demonstrate positive impacts on student achievement and teacher efficacy. Furthermore, studies support the effectiveness of intervention teachers who provide Tier II and III support for students. Metrics being used to monitor the LREBG action: Metric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.12.	$2,330,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Arts Program	Establish a comprehensive district-wide arts program for all students. a) Refine available resources to provide student opportunities in music. b) Sustain and expand the implementation of a District-wide music education program. c) Expansion of the Art disciplines district-wide	$4,563,555.00	No
1.8	Curriculum Alignment - Orenda Education	Orenda consultants will support Educational Services staff, teachers and principals in aligning our Tier I instruction to State content standards 1) Baseline System Study 2) Professional development to support the understanding of the Baseline System Study 3) Professional development in area of California Common Core State Standards - including support for our English Learners and LTEL's 4) Curriculum Alignment support 5) Assessment support 6) Ongoing coaching for Principals and staff to support the curriculum alignment process This action will directly support the needs of our Foster Youth, through Differentiated Assistance.	$750,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student and Staff Safety & Wellness: Student and staff safety and wellness are essential components of an environment that is conducive to teaching and learning. WSD promotes a culture of emotional health, safety, and well-being where our educational community thrives.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 2 for the following reasons:

1. WSD will provide a holistic education for students: academically, socially and emotionally as demonstrated by academic indicators, student leadership opportunities, social skill program data and discipline data. The middle school dropout rate average is less than three students annually. However, school connectedness continues to be an area of concern identified on the student results of the California Healthy Kids Survey.

2. Currently, each site creates an annual parent involvement matrix. The data indicates a need for more parent communication, involvement and education at all sites.

3. Regular school attendance is vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates.

4. Goal addresses the following State Priorities: Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement).

5. Over 5,000 survey respondents informed us that they value and would like the District to fund programs that will improve parent, student, and school communication

- Include families in school decisions (77% Agree or Strongly Agree)

- Offer community and family engagement opportunities (80% Agree or Strongly Agree)
- Communicate with families through multiple means (93% Agree or Strongly Agree)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Engagement • District parent meetings participation	2023-2024 DAC & DELAC: • Number of meetings held: 4 • Average parent attendees: 18 Addition • Overall average number of attendees: 18	2024-2025 DAC & DELAC: • Number of meetings held: 6 • Average parent attendees : 14 • Average overall attendees : 28		2026-2027 DAC & DELAC: • Number of meetings held: 6 • Average parent attendees : 50	+2 Meetings -4 Average parent attendees 10 Overall average number of attendees
2.2	Attendance: • Overall daily attendance	2022-2023 Overall Daily Attendance: • District: 93.56% • SED: 93.26% • EL: 93.41% • Foster Youth: 90.57% • SWD: 90.51% • Black/AA: 87.89% • Hispanic: 91.99% • Pacific Islander: 90.37%	As of June 30, 2024 - Overall Daily Attendance: • District: 94.4% • SED: 94.4% • EL: 94.3% • Foster Youth: 90.7% • SWD: 92.2% • Black/AA: 69.7% • Hispanic: 93.0%		2025-2026 Overall Daily Attendance: • District: 97% • SED: 96% • EL: 96% • Foster Youth: 95% • SWD: 95% • Black/AA: 95% • Hispanic: 95%	• District: +.84% • SED: +1.14% • EL: +.89% • Foster Youth: +.13% • SWD: +1.69% • Black/AA: -18.19% • Hispanic: +1.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Pacific Islander: 88.0%		• Pacific Islander: 95%	• Pacific Islander: -2.37%
2.3	Attendance: • Chronic Absenteeism	2022-2023 Chronic Absenteeism: • District: 17.1% • SED: 19.5% • EL: 19.1% • Foster Youth: 17.6% • SWD: 30.9% • Black/AA: 44.9% • Hispanic: 24.3% • Pacific Islander: 38%	As of June 30, 2024 - Chronic Absenteeism: • District: 11.4% • SED: 13.2% • EL: 11.0% • Foster Youth: 35.2% • SWD: 19.8% • Black/AA: 38.8% • Hispanic: 15.6% • Pacific Islander: 31.3%		2025-2026 Chronic Absenteeism: • District: 5% • SED: 10% • EL: 10% • Foster Youth: 10% • SWD: 15% • Black/AA: 20% • Hispanic: 10% • Pacific Islander: 15%	• District: -5.7% • SED: -6.3% • EL: -8.1% • Foster Youth: +17.6% • SWD: -11.1% • Black/AA: -6.1% • Hispanic: -8.7% • Pacific Islander: -6.7%
2.4	Discipline: • Suspension Rate	2022-2023 Suspension Rate • District: 3.4% • SED: 4% • EL: 3.7% • Foster Youth: 13.6% • SWD: 5.7% • Black/AA: 11.4%	As of June 30, 2024 - Suspension Rate • District: 2.2% • SED: 2.6% • EL: 2.4% • Foster Youth: 6.8%		2025-2026 Suspension Rate: • District: 2% • SED: 2% • EL: 2% • Foster Youth: 2% • SWD: 3% • Black/AA: 3%	Suspension Rate • District: -1.2% • SED: -1.4% • EL: -1.3% • Foster Youth: -6.8% • SWD: -1% • Black/AA: -2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SWD: 4.7% • Black/AA: 9.1%			
2.5	Discipline: • Expulsion Rate	2022-2023 Expulsion Rate: • District: 0% • SED: 0% • EL: 0% • Foster Youth: 0% • SWD: 0% • Black/AA: 0%	As of June 30, 2024 - Expulsion Rate: • District: 0% • SED: 0% • EL: 0% • Foster Youth: 0% • SWD: 0% • Black/AA: 0%		2025-2026 Expulsion Rate: • District: 0% • SED: 0% • EL: 0% • Foster Youth: 0% • SWD: 0% • Black/AA: 0%	0
2.6	School Climate Survey Participation	2023-2024 School Climate Survey Participation • Staff: 546 • Students: 1235 • Parents: 746 Modification - Remove staff and parent participation. See explanation below.	2024-2025 School Climate Survey Participation • Students: 2256		2026-2027 School Climate Survey Participation • Staff: 700 • Students: 1500 • Parents: 1500 Modification - Remove staff and parent participation. See explanation below.	Students: +1,021
2.7	•8th Grade Dropout Rate	2023-2024 8th Grade Dropout Rate • 0%	As of June 30, 2024 - 8th Grade Dropout Rate		2026-2027 8th Grade Dropout Rate	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 0%		• 0%	

Goal Analysis [2024-25]

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

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

Goal 2 Analysis

We have made strides in parent engagement, with an increase of two additional DAC/DELAC meetings this year. On average, we saw a small drop in attendance through the year in these meetings. In an effort to create more parent involvement opportunities, while shortening the meetings, we will split the DAC and DELAC into two separate meetings. This will provide parents with multiple opportunities to give feedback, and shorten the time they spend at the meetings.

In the area of attendance, we noticed a concerning 18.19% decrease in daily attendance for our African American students, which requires further investigation to determine the underlying causes. Additionally, chronic absenteeism among foster youth has increased significantly by 17.6%. To address these challenges, we are utilizing Differentiated Assistance support and conducting a root cause analysis to better understand and support this group of students.

Suspensions have decreased across all student groups, reflecting the effectiveness of our PBIS program and the use of other means of correction for students who have broken school rules. There are were no expulsions for the 24-25 school year. In addition, we continue to report a zero-dropout rate for our 8th graders. To further improve our understanding of student experiences, all students participate in the Healthy Kids Survey, which provides us with valuable data on their well-being and helps guide our efforts to address their needs. This ongoing feedback is essential in shaping the programs and interventions that support student success and foster a positive school culture.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.
Westminster School District did not have significant differences between planned percentage of improved services and the estimated actual percentages of improved services. WSD did experience slight differences due to the availability of one-time funds.

Goal 2.2: Expenditures slightly increased due to additional programs and professional development for social and emotional supports
Goal 2.4: Expenditures increased to ensure the ongoing safety of students, families and staff
Goal 2.6: Expenditures for were higher due to more meals being served by Nutrition Services Department and expansion using Kitchen Infrastructure & Training Grant funds.

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

This school year we have implemented a systematic and measurable approach to support the social, emotional, and behavioral needs of students and staff across all school environments, through our PBIS program at each school site. In addition, all students have access to one full time counselor at each of the school sites. Counselors provide both individual and group support, use data-driven strategies, and assess behavioral trends and guide interventions, ensuring supports are responsive and effective.

WSD is committed to strong partnerships with families and the community. We promote available resources and stay current on the needs of our families. We continue to expand our parent reach, including parent education opportunities. All communication is made accessible to families in their home languages to ensure equity and inclusion. These efforts strengthen the connection between home and school, empowering families to actively engage in their child's education.

We are committed to promoting consistent school attendance by implementing a proactive, multi-tiered system that emphasizes the importance of daily attendance. The district runs regular campaigns and provides incentives to school sites to encourage positive attendance (such as site awards for increased attendance). Our site principals are committed to the SART process (Student Attendance Review Team) where they discuss strategies with parents for increasing attendance. We continue to hold meetings with the District Attorney and have refined our SARB process (Student Attendance Review Board) to address attendance challenges.

WSD maintains a strong focus on the safety of students and staff by upholding consistent safety systems and regularly updating procedures across all campuses. A School Resource Officer (SRO) supports school sites with safety planning and response. In addition, we have a School Safety Committee that monitors safety throughout the district, and provides recommendations to district leadership. These combined efforts create a secure and well-managed school environment that supports student learning.

Our Nutrition Services Department ensures that all students have access to fresh and nutritious meals that meet or exceed current State and Federal guidelines, each school day. We continue to provide breakfast and lunch at no cost to all students, helping to eliminate barriers to nutrition and ensure students are ready to learn each day. Nutrition education is also promoted to encourage students to develop healthy eating habits that support long-term well-being. The district remains in full compliance with USDA and California Department of Education (CDE) School Nutrition Program regulations, ensuring a high standard of food service quality and accountability. The LCAP survey provided information on increasing the desirability of meals, which will be evaluated next 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.

The following are changes that were made to our Metrics/Actions:

+ Metric 2.1 - We added the overall average number of attendees to this metric. The reason we added this is because we notice that when a community liaison attends the meetings with parents, they are more likely to feel comfortable and attend the meetings. Also, many of our community liaisons are parents in our district. They are front facing with our EL community and we want them to be able to have the information they need to support their English learners, as well.

+ Metric 2.7 - This year, WSD administered the School Climate Survey to students to gather meaningful feedback about their experiences, perceptions of safety, and overall school environment. In place of offering the School Climate Survey to parents and staff, the district used the Community Schools Needs and Assets Survey/Assessment and the LCAP survey to collect comprehensive input. These alternative tools were chosen to more effectively capture the specific needs, priorities, and perspectives of families and school site staff. The information gathered from all three surveys plays a crucial role in helping the district identify strengths, address areas for improvement, and guide decisions that support the well-being and success of our entire school community. Due to this change, we have changed the baseline of metric 2.7, to remove the parent and staff component.

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	Diversity, Equity, and Inclusion	Integrate the importance of diversity, equity, and inclusion in all aspects of school life to promote respect and acceptance. a) Continue to offer full continuum of programs and services within inclusive settings b) Promote diversity, equity and inclusion initiatives at all school sites c) Foster connections with the local community to promote diversity and inclusivity. d) Promote professional development opportunities for educators to stay informed about diversity, equity and inclusion.	$150,000.00	No
2.2	Social Emotional Supports	Implement a systematic and measurable approach to guarantee students and staff are supported socially, emotionally, and behaviorally in all school environments.	$3,327,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a) Districtwide school-based counseling services b) Provide access to qualified school counselors who can offer individual and group counseling to students. c) Use data-driven approaches to assess and address behavioral issues. d) Recognize and reward students for demonstrating positive behavioral traits, specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. e) Implement a districtwide social-emotional learning (SEL) curriculum along with tiered SEL interventions f) Integrate evidence-based SEL programs into the curriculum to teach students essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. g) Provide ongoing training for educators on understanding and implementing social-emotional learning strategies. h) Implement assessments to gauge the overall school climate and identify areas for improvement.		
2.3	Family Supports	Promote awareness and guidance to families of available resources and utilize strategies to meet individual students' basic needs. a) Continue to offer and expand parent education opportunities. b) Develop and conduct a districtwide Parent Conference. c) Continue to provide communications in families' home languages; specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.	$294,321.00	Yes
2.4	Safety	Ensure the ongoing safety of students and staff with consistent and comprehensive district-wide systems and up-to-date procedures. a) Sustain focus on school safety. b) Analyze and implement recommendations for facilities/equipment safety. c) Continue to provide professional development and resources related to disaster preparedness and student behavior management. d) School Resource Officer to support schools e) Noon Time Supervisors to support schools f) WSD has one subgroup (Foster Youth" earning a red indicator for suspension rate. In addition, the following schools have at least one subgroups that obtained a red indicator: Clegg (SWD) Stacey MS (EL and	$2,873,718.00	No

Action #	Title	Description	Total Funds	Contributing
		Homeless Youth), Johnson MS (Schoolwide, EL, SED, SWD, Hispanic, and White), and Warner MS (EL). WSD will implement strategies to decrease suspension rates districtwide and focus its efforts in supporting specific schools with at-risk student subgroups: English Learners, Foster Youth, Homeless youth, Socioeconomically disadvantaged, students with disability, Hispanic, and African American.		
2.5	Attendance	Create an environment that promotes daily attendance, fosters a sense of connectedness, and ensures that every student feels motivated and supported to attend school consistently through proactive measures, collaboration with families, and targeted interventions. a) Promote districtwide positive student attendance. b) Sustain the District Truancy Program. c) Expand the Saturday Academy attendance program. d) Sustain Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) programs. e) Professional development to support positive attendance programs, specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. f) Community Liaisons provide parents with attendance supports and monitoring. g) WSD several subgroups earn a red indicator for chronic absenteeism (SWD, African American, and Hispanic students). In addition, several WSD schools have at least one subgroups that obtained a red indicator: Clegg ES (SWD), Anderson ES (Schoolwide, SED, SWD, Hispanic), DeMille ES (Hispanic), Eastwood ES (Schoolwide, EL, SED, SWD, Hispanic, White), Stacey MS (Homeless Youth, Hispanic), Hayden ES (EL, Homeless Youth, SED, SWD, Asian), Johnson MS (Schoolwide, EL, SED, SWD, Hispanic), Meairs ES (Schoolwide, EL, SED, SWD, Hispanic), Schmitt ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic), Warner MS (SWD, Hispanic), Webber ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic). WSD will implement strategies to improve chronic absenteeism districtwide and focus its efforts in supporting at-risk student subgroups: English Learners, Foster Youth, Homeless youth, Socioeconomically disadvantaged, students with disability, Hispanic, and African American.	$334,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will directly support the needs of our Foster Youth, through Differentiated Assistance.		
2.6	Nutrition Services	Ensuring the Cafeteria services to the students offer fresh and nutritious options that adhere to or exceed current State and Federal Guidelines. a) Ensure students are nourished and ready to learn in the classroom. b) Provide breakfast and lunch meals to students at no cost. c) Promote nutrition education for students to build healthy habits. d) Maintain good standing in accordance with USDA/CDE School Nutrition Program regulations. Funds here include fund 13.	$7,129,888.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fiscal Solvency & Organizational Health: We maintain the public trust by providing high quality services and systems by using our resources efficiently and equitably. WSD is committed to ensuring human and fiscal resources are effectively managed in order to support every student's educational journey.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 3 for the following reasons:

1. The District must maintain an adequate reserve to protect from major state funding shifts based upon the volatility of state educational funding in the past decade. The District will increase the reserve annually to continue to exceed the state minimum.

2. It is necessary to annually review all District resources and on-going expenditures in order to provide the best education and support programs. Current Williams reports show no negative facilities or instructional materials findings.

3. Goal addresses State Priority 1: Basic (Conditions of Learning) and Local Priority: Fiscal Stability.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Accountability Report Cards with Facility Inspection Tools - all sites	2023-2024 SARCs • 100% of schools completed, with necessary translations	2024-2025 SARCs • 100% of schools completed, with necessary		2026-2027 SARCs • 100% of schools completed, with necessary	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Facility Inspection Tools: All sites in excellent condition Adjustment to baseline - Facility Inspection Tools: All sites in good condition	translations • Facility Inspection Tools: All sites in good condition		translations • Facility Inspection Tools: All sites in excellent condition Adjustment to Year 3 Outcome - Facility Inspection Tools: All sites in good condition	
3.2	Annual Williams Reports • Overall findings • Percent of Students who have access to standards aligned instructional materials	2023-2024 Williams report: • No findings 2023-2024 Percent of Students who have access to standards aligned instructional materials • 100%	2024-2025 Williams report: • No findings 2024-2025 Percent of Students who have access to standards aligned instructional materials • 100%		2026-2027 Williams report: • No findings 2026-2027 Percent of Students who have access to standards aligned instructional materials • 100%	0
3.3	District Budget Reports	District Three Year Budget: • Positive Certification	District Three Year Budget: • Positive Certification		District Three Year Budget: • Positive Certification	None

Goal Analysis [2024-25]

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

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

All district goals for the year were successfully met, reflecting a strong commitment to operational excellence, transparency, and student support. All School Accountability Report Cards (SARC's) were completed and translated to ensure accessibility for parents, and there were no Williams report findings, indicating full compliance with state education standards. Facility Inspection Tool (FIT) results confirmed that all sites are in good condition, and the district's three-year budget received a positive certification—demonstrating effective fiscal management and long-term financial stability.

The district met its goal to streamline districtwide systems for greater efficiency and effectiveness. Technology access was maintained and improved through the continued support and upkeep of infrastructure, devices, and hardware. Instructional technology access and training for teachers were also expanded this school year ensuring access and availability of resources.

The marketing plan to support student and staff recruitment and retention is currently being implemented. Creative advertising strategies were produced to engage the broader community (such as advertisements on the side of OCTA busses and connection with local colleges and universities), and efforts to expand the plan across the district were successful and ongoing. The Human Resources department promotes a positive perception of the district, both as an employer and educational provider.

Cross-departmental collaboration and partnerships with community organizations remained a focus throughout the year. This collaborative approach ensured sustained support for site personnel and specialized programs (DLI) aligned with the district's mission and values.

The district also fulfilled its commitment to fiscal oversight and accountability, maintaining appropriate reserve levels to ensure long-term solvency and operational stability. Additionally, a review of the district's financial standing, yielded a positive certification of the budget for the next three years.

Progress was made on the multi-year Facilities Master Plan, which includes the development of a long-range plan focused on classroom modernization, infrastructure upgrades, safety enhancements, and early childhood education facility expansion. Although still in progress, the foundational work completed this year marks a strong start toward achieving the district's long-term facilities goals.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.

Westminster School District did not have significant differences between planned percentage of improved services and the estimated actual percentages of improved services. WSD did experience slight differences due to the availability of one-time funds.

Goal 3.5: Expenditures increased due to CDE approval of HVAC project using one-time ESSER III Funding

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

The actions implemented throughout the year were successful in supporting the district's overarching goals of operational efficiency, fiscal responsibility, and equitable student access. The completion and translation of all School Accountability Report Cards (SARC's), along with the absence of Williams report findings and strong Facility Inspection Tool (FIT) results, demonstrate our commitment to compliance, transparency, and maintaining high-quality learning environments.

The financial management of the district is healthy. The budget received a positive three-year certification that which reflects our sound financial management and the effectiveness of fiscal oversight practices.

Key initiatives such as maintaining and upgrading technology infrastructure were a focus this year with a as we strive to support all students with equitable access to technology, along with the additional safeguards needed to ensure safety. These efforts gave students access to the tools and resources necessary for academic success.

The district also made notable progress in its recruitment and marketing strategies, successfully enhancing its visibility and appeal to both families and potential staff. Through our leadership academies, WSD looks to build leaders from within the current system. Collaboration across departments allowed for targeted resource allocation to support staffing for open positions.

Progress on the process of updating the Long Range Facilities Master Plan is ongoing as a multiyear initiative. A comprehensive survey was sent to parents, community members, students (4th grade and up) and staff to elicit feedback and determine next steps.

All of the actions presented contributed to the three goals in this area with alignment seen through meeting each goal outcome in year one.

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.

The current goals, metrics, targets outcomes and actions will remain the same for the 25-26 school year. We will continue to build on the success that we see from year one of this LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Districtwide Systems	Work collaboratively with transparency to streamline district-wide systems to improve efficiency and effectiveness. a. Continue to maintain appropriate technology devices to ensure student access to curriculum and instructional resources; specifically targeting SED, EL, and FY. b. Districtwide technology supports, hardware, infrastructure to support districtwide instructional focus. c. Continual maintenance of technology infrastructure. d. Support access and training of instructional technology specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.	$5,852,340.00	Yes
3.2	Marketing Plan: Recruitment and Retention	Refine and fund the marketing plan to promote the recruitment and retention of students and staff. a) Produce more creative advertisements to engage the community b) Continue to expand the marketing plan and make it districtwide c) Strategize with Human Resources department to develop positive perception for district	$300,000.00	No
3.3	Collaboration	Collaborate with all district departments and appropriate community partners to optimize financial resources and ensure alignment with district vision, mission, core values, and objectives. a) Support based on site needs, enrollment, and specialized programs. b) Review staffing, services and supplies based on enrollment, site needs and available funding. c) Sustain site personnel and services based on enrollment and site needs.	$309,135.00	No
3.4	Fiscal Oversight and Accountability	Provide fiscal oversight and accountability practices that are consistently implemented and monitored to guarantee effective operations at school and district sites. a) Maintenance of fiscal solvency through appropriate level of reserves.	$4,451,836.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Facilities Master Plan	Develop and implement a long-range Facilities Master Plan to ensure effective use of all district facilities including, but not limited to, modernization of classrooms, upgrading of technology infrastructure, and enhanced safety on all campuses. a) Develop and Implement a comprehensive facilities master plan. b) Continue to secure needed equipment and staff to ensure safe transportation for students. c) Utilize available funding opportunities to support the District's modernization initiatives. d) Develop facilities for early childhood education expansion.	$13,721,121.00	No
3.6	Investment and Debt Structure	Examine investment and debt structure strategies to ensure the district is benefitting from the most financially sound terms and conditions.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Connections: We value the participation of families, students, and the community and encourage the diverse perspectives of our education partners. We leverage our communication resources to develop mutually-beneficial relationships with our educational community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 4 for the following reasons:

1. Currently, each site creates an annual parent involvement matrix. The data indicates a need for more parent communication, involvement and education at all sites. This goals serves to support parent engagement districtwide.

2. Goal addresses the following State Priorities: Priority 3: Parental Involvement (Engagement), Priority 6: School Climate (Engagement), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). This goal addresses state priorities that are aligned to WSD's strategic plan...which was developed with educational partner input. The input provided through the development of the strategic plan demonstrated the need to support and enhance parent involvement.

3. Over 5,000 survey respondents informed us that they value and would like the District to fund programs that will improve parent, student, and school communication
- Include families in school decisions (77% Agree or Strongly Agree)
- Offer community and family engagement opportunities (80% Agree or Strongly Agree)
- Communicate with families through multiple means (93% Agree or Strongly Agree)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Engagement • District parent meetings participation	2023-2024 DAC & DELAC: • Number of meetings held: 4 • Average parent attendees: 18	2024-2025 DAC & DELAC: • Number of meetings held: 6 • Average parent attendees: 14 • Average overall attendees: 28		2026-2027 DAC & DELAC: • Number of meetings held: 6 • Average parent attendees: 50	Increased number of DAC & DELAC meetings. Average parent attendees is slightly down, but overall attendees of the meeting is 28.
4.2	Parent Engagement • District Parent Symposium	2023-2024 Parent Symposium: • Number of symposiums held: 2	2024-2025 Parent Symposium: • Number of symposiums held: 1		2026-2027 Parent Symposium: • Number of symposiums held: 2	-1 Parent Symposium
4.3	School Climate Survey Participation	2023-2024 School Climate Survey Participation • Staff: 546 • Students: 1235 • Parents: 746 Modification - Remove staff and parent participation. See explanation below.	2024-2025 School Climate Survey Participation • Students: 2156 Modification - Remove staff and parent participation. See explanation below.		2026-2027 School Climate Survey Participation • Staff: 700 • Students: 1500 • Parents: 1500 Modification - Remove staff and parent participation. See	Students: +921

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					explanation below.	
4.4	LCAP Survey Participation	2024-2025 LCAP Survey Participation • Districtwide: 5168 • Certificated Staff: 220 • Classified Staff: 118 • Students: 2986 • Parents: 1844 Clarification - These results are from 2023-2024 school year, and used as a baseline for the 2024-2027 LCAP.	2024-2025 LCAP Survey Participation • Districtwide: 5251 • Certificated Staff: 460 • Classified Staff: 274 • Students: 3239 • Parents and Community: 1278		2027-2028 LCAP Survey Participation • Districtwide: 6000 • Certificated Staff: 300 • Classified Staff: 300 • Students: 3000 • Parents: 2400	• Districtwide: +83 • Certificated Staff: +240 • Classified Staff: +156 • Students: +253 • Parents and Community: • 566
4.5	Districtwide Parent Communication	2023-2024 Number of messages sent through email, phone, text (Districtwide) • English: 79 • Spanish: 79 • Vietnamese: 79 2023-2024 Number of messages sent through email, phone, text (targeted) • UPC: 89% • SWD: 84% Modification - Remove number of messages sent through email,	2024-2025 Number of messages sent through Email, Text, App (District Posts) • English: 108 • Spanish: 108 • Vietnamese: 108 2024-2025 Number of messages sent through		2026-2027 Number of messages sent through email, phone, text (Districtwide) phone, text) • English: 100 • Spanish: 100 • Vietnamese: 100 2026-2027 Number of messages sent through email,	2024-2025 Number of messages sent through Email, Text, App (District Posts) • English: +42 • Spanish: +42 • Vietnamese: +42 2024-2025 Number of messages sent through

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		phone, text (districtwide and targeted). Replace with this metric: 2023-2024 Number of messages sent through Email, Text, App (District Posts) • English: 66 • Spanish: 66 • Vietnamese: 66 2023-2024 Number of messages sent through Email, Text, App (School Posts) • English: 1,478 • Spanish: 1,478 • Vietnamese: 1,478 2023-2024 Number of messages sent through Email, Text, App (Class Posts) • English: 369 • Spanish: 369 • Vietnamese: 369 2023-2024 Number of messages sent through Email, Text, App (Group Posts) • English: 31 • Spanish: 31 • Vietnamese: 31	Email, Text, App (School Posts) • English: 2,165 • Spanish: 2,165 • Vietnamese: 2,165 2024-2025 Number of messages sent through Email, Text, App (Class Posts) • English: 4,706 • Spanish: 4,706 • Vietnamese: 4,706 2024-2025 Number of messages sent through Email, Text, App (Group Posts) • English: 592 • Spanish: 592 • Vietnamese: 592		phone, text (targeted) • UPC: 95% • SWD: 93%	Email, Text, App (School Posts) • English: +687 • Spanish: +687 • Vietnamese: +687 2024-2025 Number of messages sent through Email, Text, App (Class Posts) • English: +4,337 • Spanish: +4,337 • Vietnamese: +4,337 2024-2025 Number of messages sent through Email, Text, App (Group Posts) • English: +561 • Spanish: +561 • Vietnamese: +561

Goal Analysis [2024-25]

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

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

Goal 4 Analysis

This year, we saw an increase in participation in the LCAP survey, a result of both revising the survey itself and transitioning to the Qualtrics platform for distribution and data analysis. These changes allowed us to collect clearer, more actionable feedback from our stakeholders.

Although we hosted only one parent symposium this year, we strategically focused our outreach efforts by leveraging the new Community Schools grant (CCSPP), which now supports 11 of our school sites. This initiative has strengthened our ability to engage families more intentionally and meaningfully, and in a more targeted manner.

We are also shifting the way we approach school climate surveys. With the support of the Community Schools grant, we have implemented more targeted surveys tailored to individual school communities. This change is designed to provide more relevant insights that reflect the unique needs and experiences of students, staff and families across our district. However, we will continue to administer the California Healthy Kids survey to our students.

To further enhance parent involvement, we made the decision to split the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings into two separate meetings. This adjustment will create more space for parent voice, feedback, and collaboration. We believe that increasing the number of opportunities for families to share their ideas and concerns is critical to building strong school-home partnerships.

Celebrating and recognizing the hard work of our staff has remained a priority. Through consistent communication and support from our Public Information Office, we have continued to highlight staff accomplishments and milestones, reinforcing a culture of appreciation and pride. We have been able to celebrate accomplishments in a variety of ways, including through communication over all of our communication channels. Parents reported in the LCAP survey that they usually get information about our District through Communication apps (Parent Square, etc.) and email (top two communication avenues).

We have continued to focus on engaging our educational partners to support broader community needs, strengthening the district's role as a hub of support and connection. This also goes hand in hand with our focus on the development and implementation of a comprehensive plan to attract and retain both students and high-quality staff. This work includes strategic marketing, community outreach, and efforts to ensure our schools are welcoming, supportive, and well-resourced learning environments.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.
Westminster School District did not have significant differences between planned percentage of improved services and the estimated actual percentages of improved services. WSD did experience slight differences due to the availability of one-time funds.

Goal 4.3: Expenditures increased due to increased district effort to work with and collaborate with our community partners.

Goal 4.5: Continued and expanded district effort to advertise and engage with the community. Enhanced marketing plan to maintain and recruit student enrollment to district by highlighting specialized school site programs.

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

Overall, each of our actions were aligned with the intent of Goal 4, and several showed clear effectiveness in strengthening connections with our community.

We saw success with our parent symposium, which drew strong participation and positive feedback. This event provided a valuable platform for two-way communication and helped build trust and collaboration between families and the district.

Parent and community participation in the LCAP survey was slightly lower than expected. While we made improvements to the survey content and transitioned to a new platform (Qualtrics), the shortened timeframe limited parent and community participation. This impacted our ability to gather broader input. In response, we plan to launch the survey earlier in the school year and extend the window by two weeks to give additional time for stakeholder feedback. On the other hand, the classified and certificated participation increased. We believe this increased because both groups had the opportunity to weigh in on the adjustments in the questions they were asked.

Our efforts to support community needs through community liaisons, workshops, work with our partners (such as WPTA) and translators was effective in creating more equitable access for students and stronger home-school connections. This support helped ensure all families, regardless of language or background, could engage meaningfully with our schools.

We continued to leverage communication tools and platforms to keep families informed and connected. Our HR department and Public Information Office played key roles in promoting staff engagement and community outreach, reinforcing a shared sense of purpose across the district.

Finally, in maintaining our commitment to hiring highly qualified employees who directly align with our mission and values, we have increased our employee engagement, and plan to continue this work through the next two years.

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.

The following are changes that were made to our Metrics/Actions:

+ Metric 4.3 - This year, WSD administered the School Climate Survey to students to gather meaningful feedback about their experiences, perceptions of safety, and overall school environment. In place of offering the School Climate Survey to parents and staff, the district used the Community Schools Needs and Assets Survey/Assessment and the LCAP survey to collect comprehensive input. These alternative tools were chosen to more effectively capture the specific needs, priorities, and perspectives of families and school site staff. The information gathered from all three surveys plays a crucial role in helping the district identify strengths, address areas for improvement, and guide decisions that support the well-being and success of our entire school community. Due to this change, we have changed the baseline of Metric 4.3, to remove the parent and staff components.

+Metric 4.5 - Last year was the first year with our Parent Square application. We are unable to extract the data in the same way as in previous years. We will continue to extract the number of communications sent to parents, with the update in the metrics section.

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
4.1	Celebration and Recognition	Celebrate and recognize students, staff, and site accomplishments through various communication channels. a) Continue to highlight staff and student recognitions across the district b) Communicate recognitions internally and externally using Social media and district communication platforms c) Develop more hyper-focused content that recognizes staff in all departments not only when they receive awards d) Collaborate with all departments to celebrate Classified and Certificated staff	$150,000.00	No
4.2	District Wide Communication	Streamline communication efforts district-wide to improve and ensure consistency in promoting messaging and branding of the district through the use of various communication platforms.	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		a) Continue to implement the on-line student registration system at all sites. b) Continue to provide parent portal access to Aeries. c) Utilize a variety of communication systems to engage parents and families District wide. d) Provide accessible information pertaining to District programs		
4.3	Educational Partners	Implement opportunities for students and community members to voice their opinions, encourage participation in the decision-making process, and acknowledge all ideas from community partners. a) Improve communications to allow for community and family involvement and input; specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. b) Further develop district wide parent committees (DAC/DELAC). c) Administer yearly Districtwide surveys (LCAP/CAHKS) to obtain input	$1,190,871.00	Yes
4.4	Community Partnerships	Strengthen strong educational, business, and community relationships to cultivate deep rooted connections with our educational community. a) Develop community partnerships to support district wide initiatives b) Maintain community connections with current community members	$80,225.00	No
4.5	Marketing Plan: Increase Enrollment	Further develop district and school site strategic marketing plans to increase positive public perception, attracting, and retaining families to increase enrollment. d) Produce more creative advertisements to engage the community e) Continue to expand the marketing plan and make it districtwide f) Refine promotional techniques to attract more talent and students into the district g) Actively engage all departments to ensure marketing plan is a living method	$296,850.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Leadership Development & Employee Success: WSD values and supports our educational team and provides a positive culture where all employees thrive. To that end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the LEA chose to prioritize Goal 5 for the following reasons:

1. WSD will provide students access to highly qualified teachers that utilize research based instructional strategies aligned to 21st Century teaching and learning standards to meet the needs of all students. (Especially our identified target student groups: English learners, socioeconomically disadvantaged students and foster youth). Our Williams Report indicates 100% of teachers are highly qualified. Therefore, it is important to continue to recruit and maintain highly qualified teachers and ensure they are properly credentialed in their subject matter.

2. As teachers transition their classrooms to 21st century teaching and learning environments, on-going professional development (PD) for all staff is required. The need for effective PD was also identified based upon teacher input, surveys and PD evaluations throughout the year. The District professional development committee has identified areas of need for on-going professional development in the areas of technology, CCSS, and intervention strategies for differentiated teaching and student engagement.

3. WSD's student population includes 78.5% who are unduplicated pupils with diverse needs. Therefore, based on classified members' input, the need for professional development in their specialized areas of expertise was identified.

4. Goal addresses the following State Priorities: Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes). This goal addresses state priorities that are aligned to WSD's strategic plan which was developed with

educational partner input. The input provided through the development of the strategic plan demonstrated the need to support and enhance professional development and leadership opportunities for our classified and certificated staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	PLC and SLT Implementation data: • PLC meeting frequency • SLT meeting frequency	PLC meeting frequency • 2 per month SLT meeting frequency • District level conferences: 1 • School site meetings: Once per month	PLC meeting frequency • 2 per month SLT meeting frequency • District level conferences: 2 • School site meetings: Once per month		PLC meeting frequency • 1 per week SLT meeting frequency • District level conferences: 3 • School site meetings: Once per month	+2 District level conferences
5.2	Professional Development: • PD opportunities • PD Attendance	2023-2024 PD opportunities • 36 2023-2024 PD Attendance • 954	2024-2025 PD opportunities • 39 2024-2025 PD Attendance • 1,103		2026-2027 PD opportunities • 70 2026-2027 PD Attendance • 2000	+2 PD Opportunities +149 PD Attendance
5.3	Leadership Opportunities: • Classified Leadership	2023-2024 Classified Leadership Academy participation • 18	2024-2025 Classified Leadership Academy participation		2026-2027 Classified Leadership Academy participation	+2 Classified Leadership Academy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academy participation • Aspiring Administrator Academy participation	2023-2024 Aspiring Administrator Academy participation • 20	• 20 2024-2025 Aspiring Administrator Academy participation • 20		• 25 2026-2027 Aspiring Administrator Academy participation • 30	
5.4	Percentage of Properly Credential Teachers	Percentage of Properly Credential Teachers • 100%	Percentage of Properly Credential Teachers • 100%		Percentage of Properly Credential Teachers • 100%	0%
5.5	Percentage of Properly Placed Teachers (class/subject assignment)	Percentage of Properly Credential Teachers (class/subject assignment) • 100%	Percentage of Properly Credential Teachers (class/subject assignment) • 100%		Percentage of Properly Credential Teachers (class/subject assignment) • 100%	0%

Goal Analysis [2024-25]

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

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

Goal 5 Analysis

WSD is committed to operating as a Professional Learning Community (PLC) district, where collaboration, shared leadership, and a focus on student learning drive school improvement. Each school site actively engages in PLC meetings twice per month, fostering a culture of collective responsibility, data-driven decision-making, and continuous instructional growth. Each of our school sites conducts monthly Site Leadership Team (SLT) meetings. These regular meetings empower school site teacher leaders and Principals to align site goals with district priorities, promote effective practices, make data driven decisions and ensure consistent communication and progress monitoring at the school level.

This year the district increased the number of professional development opportunities available to staff but is also taking steps to re-evaluate the effectiveness and alignment of these offerings. The goal is to ensure that PD is more targeted to Tier I strategies that are aligned with curriculum alignment to State standards, responsive to site-specific needs, supports our English Learners and other underserved populations, and is aligned with broader strategic goals. As we re-evaluate the professional development we offer, we are committed to quality over quantity, and providing follow up to professional development that is targeted and supportive of the ongoing implementation of strategies.

WSD continues to invest in cultivating leadership from within by strengthening its Classified Leadership Academy. Participation in this program increased by two staff members for the 2024–2025 school year. The expansion not only supports individual career growth but also contributes to building a sustainable internal leadership pipeline. By equipping classified staff with the knowledge, tools, and confidence needed to lead, WSD ensures continuity, consistency, and a broader distribution of leadership capacity across the district.

WSD is committed to the quality and preparedness of all the teaching staff. In the 24-25 school year, 100% of our teachers were considered properly credentialed, and 100% of our teachers are appropriately assigned to classes based on their subject and credential areas. Being in compliance in this area ensures that all students are receiving instruction from qualified professionals who meet the highest standards of educational practice. Our rigorous hiring processes and attention to detail supports the hiring of the most qualified teaching staff.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.
Westminster School District did not have significant differences between planned percentage of improved services and the estimated actual percentages of improved services. WSD did experience slight differences due to the availability of one-time funds.

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

WSD had several areas of effectiveness. This year we continued to support our initiative of building a PLC district through targeted professional development. All of our site leaders, along with their leadership teams, participated in the CAPS (California Principals Support Network) program, either in Year 1 or Year 2. This initiative has helped our teams develop effective strategies for analyzing data and collaborating to address the needs of our students.

Aso, HR has developed systems and procedures in recruitment, hiring, onboarding, complaint management, progressive discipline, compliance, and leadership training. The employee evaluation system has been revised to provide more actionable feedback and improve

performance monitoring. An interest-based problem-solving approach is used to address issues collaboratively. This initiative has brought highly qualified staff members to the team and supported us in creating stronger relationships with staff members.

WSD offers professional development for all employee groups. Training areas include California State Standards, instructional strategies (e.g., blended learning, project-based learning), data systems (e.g., School City, Aeries, SEIS), social-emotional learning (e.g., MTSS, PBIS), and programs such as DLI, AVID, GATE, and STEAM. Classified staff receive job-specific training to improve workplace effectiveness and productivity.

We are focusing on areas to increase effectiveness, as well. Career development pathways for both certificated and classified staff are a priority. We support teacher leadership through training, certifications, stipend roles, and specialized assignments. Two leadership academies—the Aspiring Administrators Academy and the Classified Leadership Academy, are in place to prepare staff for leadership roles and ensure a strong internal pipeline. We are committed to continuing and growing these pipelines. In addition, we prioritize recruitment and retention through competitive salaries and a comprehensive employee benefits package. These efforts aim to maintain a qualified and stable workforce across all departments.

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.

The current goals, metrics, targets outcomes and actions will remain the same for the 25-26 school year. We will continue to build on the success that we see from year one of this LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PLC Plan	Create a consistent district-wide Professional Learning Community plan that clarifies objectives and accountability measures for data driven collaborative teams and strengthens strong instructional strategies that increase student achievement. a) Utilization of School Leadership Teams (SLTs) to continue to build site leadership capacity. b) Sustain and build the capacity of SLT members at each site annually. c) Sustain SLT team meetings to support shared site leadership and decision-making. d) Implement models to build leadership capacity, i.e., Collaboration time, instructional walkthroughs and classroom visits specifically targeting	$700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional practices that support Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.		
5.2	Human Resources Plan	Establish systems and procedures for human resources that support all employees and provides guidance and direction for administrators focused on implementing best practices in the following categories: a) Recruitment b) Hiring c) Onboarding d) Complaint Management e) Employee Progressive Discipline f) Interest Based Approach to Problem Solving g) Compliance h) Leadership Training	$150,000.00	No
5.3	Employee Evaluation	Design and implement evaluation tools for all employees that align with current professional standards and strategic objectives. a) Certificated Evaluation Process b) Classified Evaluation Process c) Management Evaluation Proce	$150,000.00	No
5.4	Career Growth Pathway	Create a career growth pathway for classified and certificated staff to build capacity within the district. a) Building the capacity of teacher leaders through training, certifications, stipend positions, and specialized assignments. b) Develop and implement the Aspiring Administrators Academy (AAA) c) Develop and implement the Classified Leadership Academy (CLA)	$9,619.00	No
5.5	Professional Development	Provide training and coaching to all staff (classified, certificated, and management) to promote ongoing professional learning and support a high-performance culture.	$894,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a) Increase student achievement and promote college & career readiness by providing job-specific professional development opportunities in the following categories: b) California State Standards c) Student data systems, e.g., School City, Renaissance STAR 360, Aeries, SEIS, Beyond SST d) Social emotional learning, e.g., MTSS, PBIS e) Instructional strategies, e.g., Blended Learning, PBL, DBL f) Specialized programs, e.g., DLI, AVID, GATE, STEAM, College and Career Readiness (Pathways) g) Support for targeted subgroups (Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.) h) Expansion of professional development for classified staff. Implement structures and models to support job related training to improve effectiveness and productivity. i) English Language Learners - Provide targeted professional development for teachers in language acquisition strategies (GLAD, etc.)		
5.6	Recruitment and Retention	Recruit, attract, hire, and retain high quality classified, certificated, and management staff through competitive wages and benefits. a) Competitive wages b) Competitive employee benefits package	$47,328,855.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$24,636,190	$2,765,427

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
29.791%	0.000%	$0.00	29.791%

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
1.2	**Action:** Differentiated Instruction **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by:	SBAC proficiency, SABC Distance from Standard, START proficiency, EL Progress, number of LTEL, and subgroup student achievement data. (Metrics - 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13)

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
	targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021 **Scope:** LEA-wide	• Implementing differentiated instruction on an LEA-wide basis ensures that all students, regardless of their background or circumstances, have equitable access to high-quality education. By addressing the unique needs of unduplicated student groups, we strive to level the playing field and provide every student with the opportunity to succeed academically. • Research indicates that unduplicated student groups often face barriers to academic achievement due to factors such as language barriers, trauma, or lack of resources. By tailoring instruction to meet their specific needs, we aim to narrow the achievement gap and ensure that all students are performing at grade level or above. • Differentiated instruction not only focuses on academic achievement but also considers the social, emotional, and cultural needs of students. By providing personalized learning experiences, we support the holistic development of each student, fostering their well-being and sense of belonging within the school community. • Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content.	
1.5	**Action:** MTSS	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We	SBAC proficiency, SABC Distance from Standard, START proficiency, EL

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
	Need: Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021 **Scope:** LEA-wide	also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • Implementing MTSS strategies on an LEA-wide basis ensures that all students, including those from historically marginalized backgrounds, have equitable access to support systems that address their diverse needs. By prioritizing the needs of unduplicated student groups, we uphold principles of equity and inclusion, striving to eliminate disparities in academic outcomes and opportunities. • MTSS provides a proactive approach to supporting students by offering a continuum of evidence-based interventions matched to their specific needs. By identifying students' strengths and areas for growth early on, we can intervene effectively to prevent academic failure, reduce behavioral issues, and promote positive outcomes for all students. • MTSS focuses not only on academic achievement but also on the social-emotional well-being of students. By addressing the holistic needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students, we foster a supportive learning environment that promotes resilience,	Progress, number of LTEL, and subgroup student achievement data. (Metrics - 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13)

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
		self-efficacy, and positive relationships, enhancing overall student success and well-being. • Universal Screening: Implement universal screening processes to identify students who may benefit from additional supports within academic, behavioral, and social-emotional domains. Use data to inform decision-making and target interventions effectively. • Provide tiered interventions aligned with the MTSS framework to address the diverse needs of students. Offer differentiated instruction, small-group interventions, counseling services, and other supports tailored to the individual needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students.	
1.6	**Action:** Specialty Programs **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • By providing specialty programs on an LEA-wide basis, we ensure equitable access to enriched learning experiences for all students, regardless of their	SBAC proficiency, SABC Distance from Standard, START proficiency, EL Progress, number of LTEL, and subgroup student achievement data. (Metrics - 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13)

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
	Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021 **Scope:** LEA-wide	socioeconomic status or background. Specialty programs offer opportunities for academic acceleration, skill development, and enrichment that may otherwise be unavailable to underserved student populations. • Specialty programs can help address achievement gaps by providing targeted interventions and enrichment opportunities tailored to the unique needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students. By offering specialized support and resources, we aim to level the playing field and promote academic success for all students. • Specialty programs often encompass a wide range of offerings, including STEM (Science, Technology, Engineering, and Mathematics), arts, music, sports, and extracurricular activities. These programs not only enhance academic skills but also promote social-emotional development, creativity, critical thinking, and leadership skills, benefiting the holistic growth of students from diverse backgrounds. • Expand existing specialty programs and develop new ones to meet the diverse needs and interests of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students. Offer programs that provide academic support, enrichment, mentorship, career exploration, and college readiness initiatives.	

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
		• Embed culturally responsive practices within specialty programs to honor the cultural identities and backgrounds of all students. Provide opportunities for students to explore their own cultural heritage while engaging in interdisciplinary learning experiences.	
2.2	**Action:** Social Emotional Supports **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates. Chronic Absenteeism data shows an achievement gap between all students and targeted student groups. 2023 Chronic Absenteeism data shows that 17.1% of WSD students where chronically absent versus 19.5% of Socio-economically disadvantaged	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • Social-emotional supports are essential for creating an inclusive and supportive learning environment where all students feel valued, respected, and connected to their school community. By prioritizing social-emotional well-being on an LEA-wide basis, we promote equity and ensure that underserved student populations receive the necessary support to thrive academically and emotionally. • Many students from unduplicated student groups, such as Foster Youth, may have experienced trauma or adverse childhood experiences (ACEs) that impact their social-emotional development and academic performance. By implementing trauma-informed practices and providing	Suspension rates, Attendance Rate, Chronic Absenteeism (Metrics - 2.2, 2.3, 2.4, 2.5)

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
	students, 19.1% of English Learners, and 17.6% of foster youth. **Scope:** LEA-wide	targeted supports, we can create a safe and nurturing environment that promotes healing, resilience, and positive coping skills. • Research has shown that social-emotional skills are strongly linked to academic success and long-term outcomes. By addressing the social-emotional needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students, we not only support their overall well-being but also enhance their ability to engage in learning, build positive relationships, and achieve academic excellence. • Implement evidence-based SEL curricula and programs that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Ensure that SEL instruction is culturally responsive and tailored to the diverse needs of students from unduplicated student groups. • Establish a school-wide PBIS framework that reinforces positive behaviors, fosters a sense of belonging, and provides clear expectations for behavior across all school settings. Offer targeted interventions and supports for students who require additional assistance in developing social-emotional skills and managing challenging behaviors. • Expand access to school-based counseling and mental health services for students from unduplicated student	

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
		groups. Provide individual and group counseling, crisis intervention, and referrals to community resources to address social-emotional concerns and promote overall well-being.	
2.3	**Action:** Family Supports **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates. Chronic Absenteeism data shows an achievement gap between all students and targeted student groups. 2023 Chronic Absenteeism data shows that 17.1% of WSD students where chronically absent versus 19.5% of Socio-economically disadvantaged students, 19.1% of English Learners, and 17.6% of foster youth.	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • Family engagement is essential for promoting equity and ensuring that all students have access to the support and resources they need to succeed academically and thrive socially. By prioritizing family supports on an LEA-wide basis, we recognize the critical role that families play in students' education and seek to establish collaborative partnerships that empower families as active participants in their children's learning journey. • Many families from unduplicated student groups, such as Language Learners, may face language barriers, cultural differences, and systemic challenges that affect their ability to engage with the school community. By providing culturally and linguistically competent family supports, we aim to bridge the	Suspension rates, Attendance Rate, Chronic Absenteeism (Metrics - 2.2, 2.3, 2.4, 2.5)

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
	Scope: LEA-wide	communication gap, honor diverse cultural perspectives, and ensure that all families feel valued, respected, and welcomed within the school environment. • Families of Foster Youth and Socioeconomically Disadvantaged students may require additional support services to address their unique needs and circumstances. By offering comprehensive family supports that encompass academic, social-emotional, and basic needs assistance, we strive to create a supportive network of care that promotes stability, resilience, and well-being for students and their families.	
2.5	**Action:** Attendance **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates.	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • Improving attendance is essential for promoting equity and ensuring that all students have equal access to educational opportunities. Chronic absenteeism disproportionately affects students from unduplicated student groups, exacerbating existing achievement gaps and hindering academic success. By addressing attendance issues on an LEA-wide basis,	Attendance Rate, Chronic Absenteeism (Metrics - 2.2, 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic Absenteeism data shows an achievement gap between all students and targeted student groups. 2023 Chronic Absenteeism data shows that 17.1% of WSD students where chronically absent versus 19.5% of Socio-economically disadvantaged students, 19.1% of English Learners, and 17.6% of foster youth. **Scope:** LEA-wide	we aim to promote equity and ensure that all students have the opportunity to fully engage in learning and succeed academically. • Regular attendance is strongly correlated with academic achievement and student outcomes. Students who are chronically absent are at higher risk of falling behind academically, disengaging from school, and dropping out. By implementing targeted strategies to improve attendance among Language Learners, Foster Youth, and Socioeconomically Disadvantaged students, we aim to mitigate the negative impact of chronic absenteeism on their academic progress and long-term success. • Chronic absenteeism is often a symptom of underlying issues related to students' health, well-being, and socio-economic circumstances. By addressing attendance issues holistically and providing support services to meet the diverse needs of students from unduplicated student groups, we promote the overall well-being and development of the whole child, ensuring that they have the necessary support to overcome barriers to attendance and thrive in school. • Implement early warning systems to identify students at risk of chronic absenteeism and provide targeted interventions and support services. Offer personalized support plans, mentoring, counseling, and academic assistance to	

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
		address the root causes of absenteeism and re-engage students in learning. • Engage families and community partners in promoting regular attendance and addressing barriers to attendance. Provide resources, workshops, and support services to empower families to prioritize school attendance and advocate for their children's educational success. • Foster a positive and supportive school climate that values attendance and promotes a sense of belonging and connectedness among all students. Implement incentives, recognition programs, and attendance challenges to motivate students to attend school regularly and punctually. • Establish cross-sector collaborations with community agencies, health providers, social services, and juvenile justice systems to support students' attendance and address underlying issues contributing to chronic absenteeism. Monitor attendance data regularly to identify trends, track progress, and adjust interventions as needed to improve attendance rates.	
3.1	**Action:** Districtwide Systems **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.	SBAC proficiency, SABC Distance from Standard, START proficiency, EL Progress, number of LTEL, and subgroup student achievement data, Attendance rate, Chronic Absenteeism. (Metrics -

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
	assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021 **Scope:** LEA-wide	This action addresses the unique identified needs of unduplicated student group by: • Access to technology is essential for promoting equity and ensuring that all students have equal opportunities to engage in digital learning, access educational resources, and develop 21st-century skills. By prioritizing districtwide technology systems on an LEA-wide basis, we aim to bridge the digital divide and provide equitable access to technology resources and digital learning opportunities for all students, regardless of their socioeconomic status or background. • Technology can be a powerful tool for supporting language learners in their language acquisition journey. By providing access to language learning software, digital libraries, translation tools, and multimedia resources, we can create a more immersive and interactive learning environment that supports language development and literacy skills among Language Learners. • In today's digital age, technology plays a crucial role in ensuring continuity of learning, especially during times of disruption such as the COVID-19 pandemic. By investing in districtwide technology systems, we can better prepare students for remote learning, blended learning models, and digital instruction, ensuring that all students have the necessary technology resources and support to continue learning	1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13, 3.1)

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
		regardless of their physical location or circumstances. • Implement and integrate digital learning platforms, educational software, and online resources that support personalized learning, adaptive instruction, and language development for Language Learners. Provide professional development for teachers on using digital tools effectively to meet the diverse needs of students. • Offer digital literacy training and support services to students, families, and educators to build essential technology skills and competencies. Provide resources and workshops on internet safety, responsible digital citizenship, online research skills, and multimedia production to empower students to navigate the digital world safely and responsibly. • Establish a robust technology support system to provide technical assistance, troubleshooting, and accessibility accommodations for students with disabilities or special needs. Ensure that technology resources and digital content are accessible to all students, including those with diverse learning needs and language backgrounds.	
4.3	**Action:** Educational Partners	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as	Parent participation data, survey completions, parent symposium (Metrics - 2.1, 4.1, 4.2, 4.4)

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
	Need: Parent participation has been limited after the pandemic. Increasing parent participation is priority as students need parent support to excel in school. Currently, District and site level committees focusing on EL students have been very low. For example, DELAC participation has averaged about 5 parents of EL Students vs 15 parents of non EL Students. In addition, LCAP survey completion of Spanish and Vietnamese surveys were about half compared to the English LCAP survey. **Scope:** LEA-wide	English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • Implement targeted outreach strategies to engage families from unduplicated student groups and build trusting relationships. Provide clear and consistent communication in multiple languages, using diverse communication channels to reach families where they are. • Offer workshops, trainings, and resources to empower families with knowledge and skills to support their children's academic success, navigate the education system, and advocate for their needs. Provide information on topics such as college readiness, career pathways, social-emotional learning, and community resources. • Assign dedicated staff members, such as parent and family liaisons or community outreach coordinators, to serve as liaisons between the school and families from unduplicated student groups. These staff members can provide personalized support, facilitate communication, and connect families with school and community resources. • Embed culturally responsive practices within family supports to honor the cultural identities and backgrounds of all families. Recognize and celebrate diversity, involve families in decision-	

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
		making processes, and create opportunities for families to share their knowledge, traditions, and perspectives.	
5.1	**Action:** PLC Plan **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • Develop a PLC plan that supports professional development and curricular adaptations that maximize student learning, specifically Socio-economically disadvantaged, EL, and foster youth students • Professional Development: Identify PD opportunities for staff to support instructional strategies that support student learning, specifically Socio-economically disadvantaged, EL, and foster youth students. • Curriculum Adaptations: Identify PD opportunities to modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. • Curriculum Committee: Collaborate with educational partners to develop PLC and	PLC meetings, PD offerings, PD participation (Metrics - 5.1, 5.2, 5.3)

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
	Scope: LEA-wide	professional development plans to maximize student learning.	
5.5	**Action:** Professional Development **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021 **Scope:** LEA-wide	Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. This action addresses the unique identified needs of unduplicated student group by: • Professional Development: Provide ongoing professional development opportunities for teachers to learn and implement effective differentiated instructional strategies, including tiered assignments, flexible grouping, and scaffolded instruction. • Curriculum Adaptations: Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. • Data-Informed Decision Making: Use student data, including assessment results and demographic information, to identify areas of need and tailor instruction accordingly. Implement a data-driven approach to monitor student progress and adjust instructional practices as needed.	PLC meetings, PD offerings, PD participation (Metrics - 5.1, 5.2, 5.3)

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.

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.

Westminster School District has made a commitment to increase student achievement through increasing direct services to students. The additional concentration grant funds will be used to increase direct services to student and target low-income, English learners, and/or foster youth through the following activities:
1) Goal 1 Action 2 (Differentiated Instruction): Additional site-based staff to support Tier II and III intervention programs, tutoring, and educational guidance.
2) Goal 1 Action 6 (Specialty Programs): Additional staff to support the DLI program as it expands. The Spanish DLI program will need additional teachers as it expands to the Middle School. The Vietnamese DLI program will need an additional teachers as the middle school program is expanded to 8th grade.
3) Goal 1 Action 5 (MTSS): Addition of a Licensed Vocational Nurse (LVN) or Health Services Assistant to each site to provide health services support at each of our Preschool-8th grade sites (17 total positions)

We use additional concentration funding to provide support for the needs of our unduplicated students, such as instructional specialists, instructional aides and other support staff.

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	1 to 16.88	1 to 13.52
Staff-to-student ratio of certificated staff providing direct services to students	1 to 19.86	1 to 17

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	82,698,136	24,636,190	29.791%	0.000%	29.791%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$91,061,821.00	$27,387,577.00	$4,724,511.00	$12,355,301.00	$135,529,210.00	$93,584,923.00	$41,944,287.00

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	Instructional Program	All	No			All Schools	2025-2026	$4,153,107.00	$4,225,462.00	$4,040,957.00	$4,336,840.00		$772.00	$8,378,569.00	
1	1.2	Differentiated Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$12,785,799.00	$2,637,682.00	$11,994,907.00	$1,957,807.00	$63,031.00	$1,407,736.00	$15,423,481.00	
1	1.3	PLCs	All	No			All Schools	2025-2026	$1,214,247.00	$650,000.00	$150,000.00	$1,414,247.00		$300,000.00	$1,864,247.00	
1	1.4	Districtwide Initiatives	All	No			All Schools	2025-2026	$214,247.00	$654,000.00	$450,000.00	$418,247.00			$868,247.00	
1	1.5	MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$4,060,874.00	$6,945,781.00	$710,557.00	$10,292,598.00	$3,500.00		$11,006,655.00	
1	1.6	Specialty Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$1,275,419.00	$1,054,679.00	$1,258,622.00	$1,043,572.00		$27,904.00	$2,330,098.00	
1	1.7	Arts Program	All	No			All Schools	2025-2026	$3,818,674.00	$744,881.00	$1,664,935.00	$2,898,620.00			$4,563,555.00	
1	1.8	Curriculum Alignment - Orenda Education	All	No			All Schools	2025-2026	$0.00	$750,000.00	$750,000.00				$750,000.00	
1	1.10							2025-2026								
2	2.1	Diversity, Equity, and Inclusion	All	No			All Schools	2025-2026	$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.2	Social Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$3,258,664.00	$68,621.00	$2,676,249.00	$38,956.00		$612,080.00	$3,327,285.00	

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
2	2.3	Family Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$125,949.00	$168,372.00	$150,000.00		$0.00	$144,321.00	$294,321.00	
2	2.4	Safety	All	No			All Schools	2025-2026	$738,087.00	$2,135,631.00	$1,083,958.00	$1,756,393.00	$33,367.00		$2,873,718.00	
2	2.5	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$329,040.00	$4,985.00	$334,025.00				$334,025.00	
2	2.6	Nutrition Services	All	No			All Schools	2025-2026	$924,302.00	$6,205,586.00				$7,129,888.00	$7,129,888.00	
3	3.1	Districtwide Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$3,262,480.00	$2,589,860.00	$5,773,581.00	$12,721.00	$66,038.00		$5,852,340.00	
3	3.2	Marketing Plan: Recruitment and Retention	All	No			All Schools	2025-2026	$150,000.00	$150,000.00	$300,000.00				$300,000.00	
3	3.3	Collaboration	All	No			All Schools	2025-2026	$55,040.00	$254,095.00	$309,135.00				$309,135.00	
3	3.4	Fiscal Oversight and Accountability	All	No			All Schools	2025-2026	$2,390,519.00	$2,061,317.00	$4,451,836.00				$4,451,836.00	
3	3.5	Facilities Master Plan	All	No			All Schools	2025-2026	$7,860,580.00	$5,860,541.00	$9,222,815.00	$119,904.00	$4,378,402.00		$13,721,121.00	
3	3.6	Investment and Debt Structure	All	No			All Schools	2025-2026	$0.00	$150,000.00	$150,000.00				$150,000.00	
4	4.1	Celebration and Recognition	All	No			All Schools	2025-2026	$0.00	$150,000.00	$150,000.00				$150,000.00	
4	4.2	District Wide Communication	All	No			All Schools	2025-2026	$400,000.00	$100,000.00	$500,000.00				$500,000.00	
4	4.3	Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$1,170,514.00	$20,357.00	$822,623.00			$368,248.00	$1,190,871.00	
4	4.4	Community Partnerships	All	No			All Schools	2025-2026	$0.00	$80,225.00	$80,225.00				$80,225.00	
4	4.5	Marketing Plan: Increase Enrollment	All	No			All Schools	2025-2026	$163,467.00	$133,383.00	$296,850.00				$296,850.00	

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
5	5.1	PLC Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$400,000.00	$300,000.00	$700,000.00				$700,000.00	
5	5.2	Human Resources Plan	All	No			All Schools	2025-2026	$0.00	$150,000.00	$150,000.00				$150,000.00	
5	5.3	Employee Evaluation	All	No			All Schools	2025-2026	$0.00	$150,000.00	$150,000.00				$150,000.00	
5	5.4	Career Growth Pathway	All	No			All Schools	2025-2026	$9,619.00	$0.00	$9,619.00				$9,619.00	
5	5.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$707,595.00	$186,674.00	$215,626.00	$7,810.00		$670,833.00	$894,269.00	
5	5.6	Recruitment and Retention	All	No			All Schools	2025-2026	$44,116,700.00	$3,212,155.00	$42,365,301.00	$3,089,862.00	$180,173.00	$1,693,519.00	$47,328,855.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
82,698,136	24,636,190	29.791%	0.000%	29.791%	$24,636,190.00	0.000%	29.791 %	**Total:**	$24,636,190.00
								LEA-wide Total:	$24,636,190.00
								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	1.2	Differentiated Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,994,907.00	
1	1.5	MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$710,557.00	
1	1.6	Specialty Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,258,622.00	
2	2.2	Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,676,249.00	
2	2.3	Family Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
2	2.5	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,025.00	

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 (%)
3	3.1	Districtwide Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,773,581.00	
4	4.3	Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$822,623.00	
5	5.1	PLC Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$700,000.00	
5	5.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,626.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$148,855,122.00	$162,500,895.00

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**	Instructional Program	No	$5,717,721.00	$4,473,106
1	**1.2**	Differentiated Instruction	Yes	$23,075,315.00	$19,386,189
1	**1.3**	PLCs	No	$1,650,000.00	$1,650,000
1	**1.4**	Districtwide Initiatives	No	$654,000.00	$654,000
1	**1.5**	MTSS	Yes	$8,922,096.00	$9,932,307
1	**1.6**	Specialty Programs	Yes	$1,502,186.00	$2,820,317
1	**1.7**	Arts Program	No	$1,629,074.00	$1,629,074
2	**2.1**	Diversity, Equity, and Inclusion	No	$150,000.00	$150,000
2	**2.2**	Social Emotional Supports	Yes	$3,019,702.00	$3,081,429
2	**2.3**	Family Supports	Yes	$569,854.00	$569,854
2	**2.4**	Safety	No	$1,028,899.00	$2,565,516

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Attendance	Yes	$483,026.00	$483,026
2	2.6	Nutrition Services	No	$6,164,334.00	$7,246,062
3	3.1	Districtwide Systems	Yes	$10,494,203.00	$10,494,203
3	3.2	Marketing Plan: Recruitment and Retention	No	$300,000.00	$300,000
3	3.3	Collaboration	No	$750,174.00	$750,174
3	3.4	Fiscal oversight and Accountability	No	$2,457,619.00	$2,457,619
3	3.5	Facilities Master Plan	No	$20,435,390.00	$33,355,951
3	3.6	Investment and Debt Structure	No	$150,000.00	$150,000
4	4.1	Celebration and Recognition	No	$150,000.00	$150,000
4	4.2	District Wide Communication	No	$500,000.00	$500,000
4	4.3	Educational Partners	Yes	$701,809.00	$1,221,944
4	4.4	Community Partnerships	No	$79,026.00	$79,026
4	4.5	Marketing Plan: Increase Enrollment	No	$185,848.00	$316,252
5	5.1	PLC Plan	Yes	$700,000.00	$700,000

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)
5	**5.2**	Human Resources Plan	No	$150,000.00	$150,000
5	**5.3**	Employee Evaluation	No	$150,000.00	$150,000
5	**5.4**	Career Growth Pathway	No	$11,094.00	$11,094
5	**5.5**	Professional Development	Yes	$3,334,331.00	$3,334,331
5	**5.6**	Recruitment and Retention	No	$53,739,421.00	$53,739,421

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
24966283	$24,938,853.00	$24,966,283.00	($27,430.00)	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	1.2	Differentiated Instruction	Yes	$13,652,098.00	$13,652,098		
1	1.5	MTSS	Yes	$508,697.00	$508,697		
1	1.6	Specialty Programs	Yes	$907,180.00	$907,180		
2	2.2	Social Emotional Supports	Yes	$2,210,438.00	$2,210,438		
2	2.3	Family Supports	Yes	$150,391.00	$150,391		
2	2.5	Attendance	Yes	$483,026.00	$483,026		
3	3.1	Districtwide Systems	Yes	$5,511,234.00	$5,511,234		
4	4.3	Educational Partners	Yes	$600,781.00	$600,781		
5	5.1	PLC Plan	Yes	$700,000.00	$727,430		
5	5.5	Professional Development	Yes	$215,008.00	$215,008		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
82699331	24966283	0	30.189%	$24,966,283.00	0.000%	30.189%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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