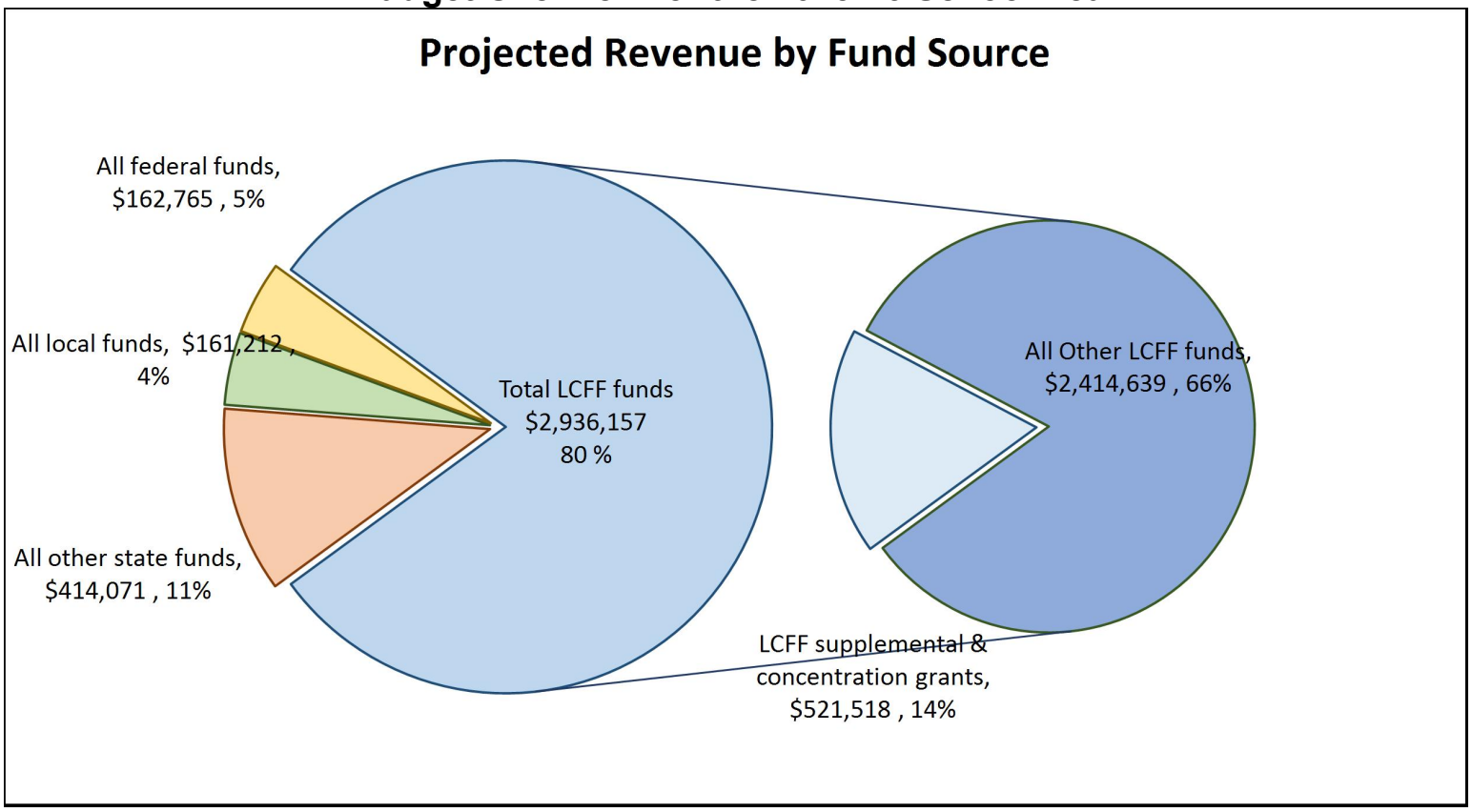
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westwood Unified School District
CDS Code: 18-64204
School Year: 2025-26
LEA contact information:
Paula Silva
Superintendent/Principal
Psilva@westwoodusd.org
(530) 256-2311

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

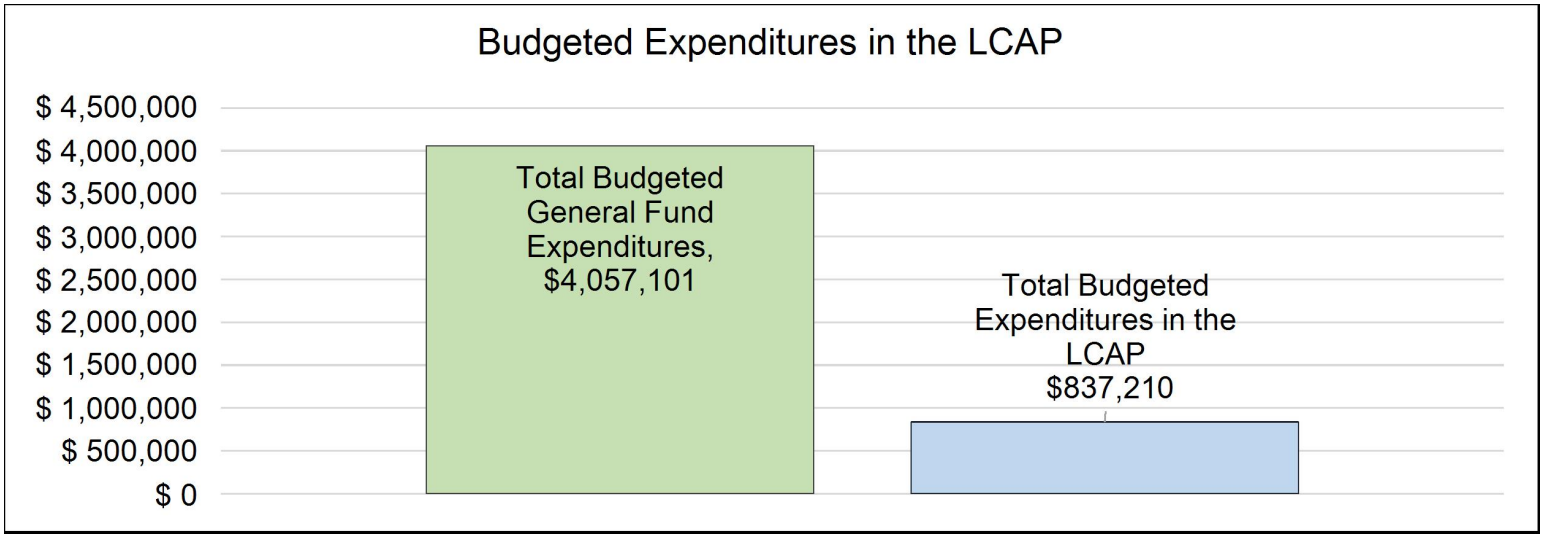


This chart shows the total general purpose revenue Westwood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westwood Unified School District is $3,674,205, of which $2936157 is Local Control Funding Formula (LCFF), $414071 is other state funds, $161212 is local funds, and $162765 is federal funds. Of the $2936157 in LCFF Funds, $521518 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 Westwood Unified 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: Westwood Unified School District plans to spend $4057101 for the 2025-26 school year. Of that amount, $837210 is tied to actions/services in the LCAP and $3838867 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

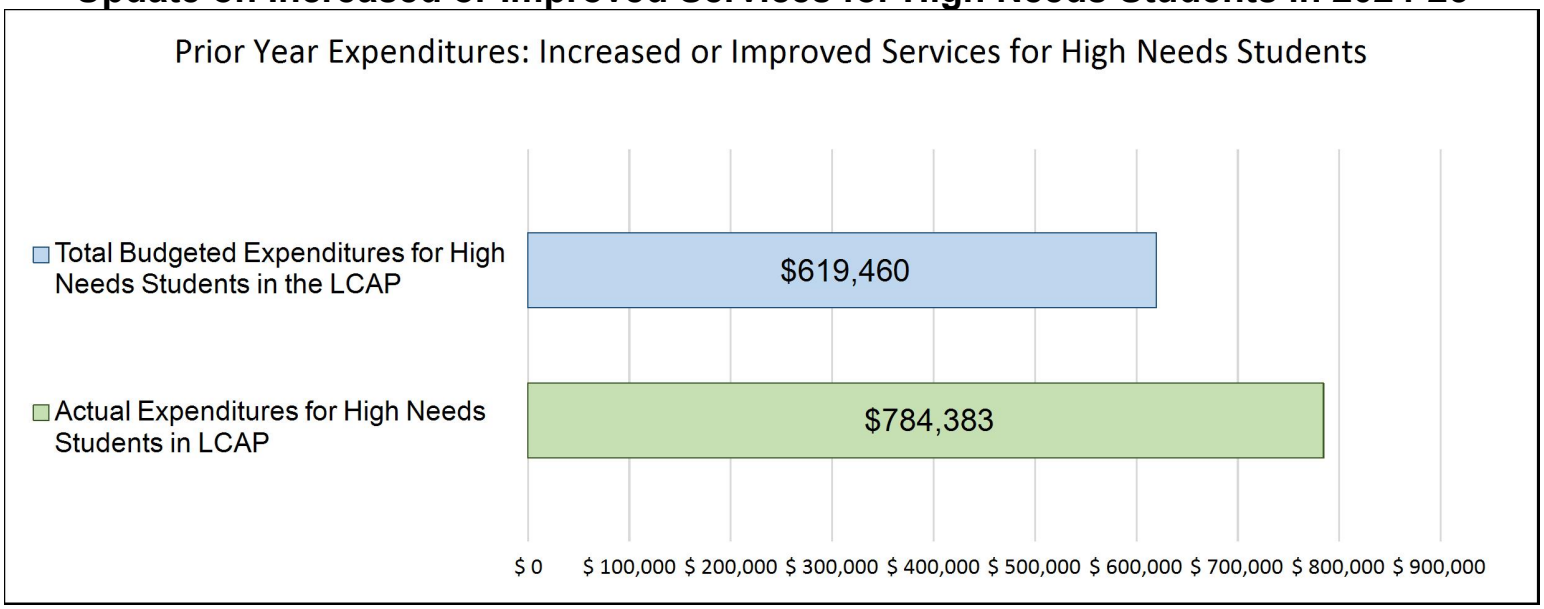
The most significant general fund expenditures not included in the LCAP are primarily related to:
1. Salaries of Certificated Staff - $966,917,
2. Salaries of Classified Staff - $590,885,
3. Employee Benefits - $1,099,743
4. Books and Supplies - $244,736, and
5. Services and Other Operating Expenditures - $936,586.

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

In 2025-26, Westwood Unified School District is projecting it will receive $521518 based on the enrollment of foster youth, English learner, and low-income students. Westwood Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Westwood Unified School District plans to spend $521518 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 Westwood Unified 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 Westwood Unified 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, Westwood Unified School District's LCAP budgeted $619460 for planned actions to increase or improve services for high needs students. Westwood Unified School District actually spent $784383 for actions to increase or improve services for high needs students in 2024-25.

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
Westwood Unified School District	Paula Silva Superintendent/Principal	psilva@westwoodusd.org (530) 256-2311

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.

Westwood Unified School District is a combined school TK-12 (TK-8 & 9-12) rural school district currently serving 182 students in Westwood, California in Lassen County. 68.13% of Westwood students are classified as socio-economically disadvantaged based upon free and reduced meal data, 1.1% are classified English learners based upon the home language survey information, 0% of Westwood students are Foster Youth, 9.9% are homeless, and 14.6% receive special education services. The district teaching team is comprised of 13 classroom teachers. Five paraprofessionals provide support to students under the guidance of the general education and special education teachers. The District added two new positions to help foster a positive, inclusive, and supportive school environment by enhancing student and staff wellness. The addition of Certified Wellness Coach and Community Schools Coordinator started in December, 2024.Our amazing, classified team keeps the school office, nutrition program and facilities operating smoothly. The Superintendent/Principal oversees the entire program to ensure fiscal, educational, and operational systems are aligned with public school regulations and requirements and that the mission and vision of the district are upheld. The District's unduplicated student count is 137 students.

The Westwood School cafeteria currently serves daily breakfast and lunch meals. Additional academic tutoring, mentoring, and counseling services are available through the Lassen County Foster Youth Coordinator. Each homeless student receives personalized support to enable them to fully participate in the eligible programs. The District works collaboratively with our local preschool programs to transition students into our TK/K program. We hold a coordinated Kindergarten round-up working with local support agencies and the school nurse to provide parents with information about transitional kindergarten and kindergarten opportunities and expectations, community resources and required immunizations.

The District does not receive Equity Multiplier funding.

Fletcher Walker Elementary School serves students from transitional kindergarten (TK) through 8th grade within the Westwood Unified School District. Located in a diverse community, the school has a total enrollment of 128 students, reflecting a mix of cultural and socioeconomic backgrounds.

Student Demographics:

Hispanic: 21.09%
American Indian: 7.03%
Black: 0%
White: 68.75%
Socioeconomic and Language Support:

Free and Reduced Lunch: 67.96% of the students qualify for free or reduced-price lunch, indicating a significant portion of the student body comes from low-income families.
English Learners: Only 0.78% of the students are English Learners, suggesting that nearly all students are proficient in English.

The school offers a range of educational programs and activities designed to cater to the diverse needs of its students, providing a supportive and inclusive environment for academic and personal growth. The demographic mix and high percentage of students eligible for free and reduced lunch highlight the school's role in serving a community.

Westwood High School is a small high school catering to students in grades 9 through 12 within the Westwood Unified School District. With an enrollment of 54 students, it provides a close-knit and personalized educational environment, allowing for individualized attention and support for each student. We are proud to share that Westwood High School successfully completed its Western Association of Schools and Colleges (WASC) 3-Year Mid-Cycle Review. The visiting committee conducted their site review on April 29, 2025, and affirmed the strong progress and ongoing efforts of our school community.

The committee recognized the dedication of our staff, the engagement of our students, and the collaborative efforts to implement the goals outlined in our Schoolwide Action Plan. Their affirmation validates the positive direction of our academic programs, school culture, and continuous improvement process.

Student Demographics:

Hispanic: 16.67%
American Indian: 9.26%
Black: 1.85%
White: 68.52%

Socioeconomic and Language Support:

Free and Reduced Lunch: 68.51% of the students qualify for free or reduced-price lunch, indicating that a significant portion of the student body comes from low-income families.

Westwood High School's small size and diverse student body contribute to a unique educational atmosphere where students from different backgrounds can interact closely and learn from one another. The high percentage of students eligible for free and reduced lunch underscores the school's commitment to providing necessary resources and support to ensure all students have the opportunity to succeed academically and personally.

English Learners: 1.85% of the students are English Learners, showing that a small percentage of the students require additional language support.

The ongoing success of Westwood students extends beyond out K-12 program. Westwood High School works collaboratively with Lassen Community College to transition our 12th grade students to college. LCC staff visit our campus to guide our students and parents through the enrollment process. Additionally, our high school students have access for dual enrollment opportunities at Lassen Community College, Feather River Community College and Butte Community College and attend various events sponsored by these local community colleges.

Extracurricular Activities:

Future Farmers of America (FFA): A notable feature of Westwood High School is its active participation in Future Farmers of America, with 33% of students involved in the program. Through FFA, students learn valuable agricultural skills, including animal husbandry, crop production, and leadership development. They also have the opportunity to showcase their skills and animals at local fairs, enhancing their practical experience and community engagement.

High School Athletics (CIF): Westwood High School has three sports seasons through the Northern Section, Feather River League. In the fall student athletes compete in football and girls' volleyball. Winter brings basketball competitions for both the boys' and girls' teams. Spring athletes engage in baseball and softball (when numbers allow) and golf. Students complete in Trap Shoot at the club level in the fall and spring. Coaches are teachers, parents, and community members.

Quarterly academic awards assemblies honor students who are on the Superintendent/Principal's Honor Roll, show academic growth, and have perfect attendance.
Westwood students engage in learning outside the classroom with annual field studies. Our students actively participate in the various student events hosted by the Lassen County Office of Education.

Westwood Unified School District is fortunate to have a very strong Parent Teacher Student Organization (PTSA). PTSA plans fundraiser, community events, support students and classrooms with supplies, and contribute to the school in a myriad of other ways. The District works with its Educational Partners to develop and implement our family engagement programs and share this with parents and families through our annual notifications, social media, digital marquee, website postings, calls home, and weekly student announcements.

Westwood Unified School District provides adult education learning activities for those interested within the community through evening courses. The Westwood campus serves as a community hub for hosting a variety of community events. Westwood Unified School District

faculty, staff, administration, Board of Trustees, families, and the community are committed to engaging students at Westwood Schools with high quality learning to prepare them for college and career success.

Reflections: Annual Performance

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

Under the California Accountability System, the Westwood Unified School District yielded both successes and challenges during the 2024-2025 school year.

The District showed success with Chronic Absenteeism and improved to the orange level and the College/Career metric increased to 23.5% of students who were at the prepared level. The Graduation rate increased to about a half percent to 82.4% from the 2023-24 school year, and showed challenges in Suspension rates where the three measurable student groups dropped to the red level-Homeless, White, and Low-Income student groups.
The District declined in English Language-Arts and Mathematics areas and dropped to the orange performance level. Low Income and White student groups dropped to the red level.

For Westwood High School, both the Low Income and White student groups increased their academic scores and improved at the yellow performance level. While the White student group performed at the red performance level for the Suspension Rate.

At Fletcher Walker Elementary School, both the Low Income and White student groups increased their mathematic scores and dropped to the red performance level. For the English Language Arts performance area, the Low Income group dropped slightly and the White student group maintained its Orange performance level. For the Suspension rate, both Low Income and White students groups dropped to the red performance level. The Chronic Absenteeism rate decreased for Low Income and White student groups and improved to the orange performance level.

Successes:
Chronic Absenteeism:
Current Rate: The chronic absenteeism rate at Westwood High School stands at 38.4%.
Decrease: This rate represents a decrease of 1.9% from the previous year, suggesting that the issue is severe, but more time is needed to determine if these actions continue to be successful.

Performance by Student Groups:
Low Income Students: Chronic absenteeism among Low-Income students increase to a orange performance level, indicating a 6.3% decrease in this subgroup.
White Students: Similarly, chronic absenteeism among White students is also at a orange performance level, indicating a 3.6% decrease in this subgroup.
The decreasing rate of chronic absenteeism, particularly among Low-Income and White students, is positive. This issue impacts student learning and achievement, as consistent attendance is crucial for academic success. Addressing the underlying causes of absenteeism, such

as health issues, transportation difficulties, or engagement levels, will be essential for improving attendance rates and overall student outcomes at Westwood Unified School District.

English Learner Progress:
No Performance Color due to small student group with less than 11 students, but the English Learner Reclassification rate increased by 50%.
2.8 4E: Pupil Achievement-English Learner Reclassification rate.
4E: 0% (2023) 4E: 50% (2024)

Graduation Rate:
Current Rate: The graduation rate at Westwood High School is 82.4%.
Maintain: This represents a very small increase of.6% from the previous period, indicating that more students are completing their high school education in four years.
With the graduation rate under 95%, it is a critical issue that may reflect various underlying problems, such as academic difficulties, engagement levels, or external factors affecting students' ability to complete their education. Addressing these issues is essential to improve the graduation rate and ensure that more students successfully complete their high school education. Interventions include providing strategic academic support programs, mentorship, enhanced engagement strategies, and addressing barriers to attendance and performance.

College/Career Progress:
No Performance Color due to small student group with less than 11 students. 27.7% of students qualified as Prepared in this metric for a solid increase.
2.4 4B: Pupil Achievement-
Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.
4B: 6.67% (2023) 4B: 27.7% (2024)

2.5 4C: Pupil Achievement-
Students who have successfully completed courses to satisfy the requirements for career technical sequences (CTE) programs
4C: 23% (2023) 4C: 100% (2024)

2.6 4D. Pupil Achievement-Dataquest
Percentage of pupils who have successfully completed both types of courses described in 4B and 4C. 23.5% of students completed A-G requirements and at least one CTE sequence for a positive increase.
4D: 14.84% (2023) 4D: 23.50% (2024)

Local Indicators:
Basics: Standard Met
Instructional Materials
0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
Implementation of Academic Standards - Standard Met

Parent and Family Engagement - Standard Met
Local Climate Survey - Standard Met

Implementation of Academic Standards:
Professional Development- Progress in providing professional learning for teaching to the adopted academic standards and/or curriculum frameworks identified below:

English Language Arts – Common Core State Standards for English Language Arts, 4 Full Implementation
English Language Development (Aligned to English Language Arts Standards), 3 Initial Implementation
Mathematics – Common Core State Standards for Mathematics, 4 Full Implementation
Next Generation Science Standards 3 Initial Implementation
History - Social Science, 4 Full Implementation

Instructional Materials
Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts, 4 Full Implementation
English Language Development (Aligned to English Language Arts Standards), 2 Beginning Development
Mathematics – Common Core State Standards for Mathematics, 4 Full Implementation
Next Generation Science Standards, 3 Initial Implementation
History - Social Science, 4 Full Implementation

Policy & Program Support
Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks, 4 Full Implementation.

Engagement of School Leadership
Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).
Identifying the professional learning needs of groups of teachers or staff as a whole, 3 Initial Implementation.
Identifying the professional learning needs of individual teachers, 4 Full Implementation.
Providing support for teachers on the standards they have not yet mastered, 3 Initial Implementation.

Access to a Broad Course of Study:
Course Offerings: The school offers a wide range of courses that cover essential academic subjects as well as electives, ensuring students receive a well-rounded education.
Supplementary Programs: To enhance and expand the curriculum, the district supplements traditional course offerings with various programs:

Online Programs: Peak, Cyberhigh and UC Scout allow students to take courses that may not be available on campus, providing flexibility and additional learning opportunities.
Dual Enrollment: Lassen Community College enables students to enroll in college courses while still in high school, earning college credits and gaining a head start on higher education.
Credit Recovery Programs: Cyberhigh helps students who have fallen behind to catch up on credits needed for graduation, ensuring they stay on track to complete their high school education.
By offering these supplementary programs, Westwood High School aims to support all students in achieving their academic goals and preparing for future educational and career opportunities. These efforts demonstrate a commitment to providing a comprehensive and inclusive education that addresses the diverse needs and aspirations of its students.

Challenges:
Academic Engagement:
The District faces a significant challenge with academic performance, suspension rate, and graduation rate, which has implications for student achievement and overall school performance.

Academic Performance:
CAASPP Mathematics Results:
Score Declined: The District's Mathematics scores decreased significantly by 37.8 points from the previous assessment period, demonstrating a notable gap in student performance at the Orange Level.
Current Performance Level: The scores remain 93.4 points below the state standard, indicating that there is still considerable room for improvement to meet or exceed the benchmark.
Performance by Student Groups:
Low Income Students: This group saw an decrease of 40.3 points, placing them in the orange category, which represents a low average performance range. This suggests a gap in progress among low-income students.
White Students: This group experienced a substantial decrease of 48 points, also placing them in the orange category, indicating significant decrease in their performance.
Other Student Groups: Similar to the ELA results, no student groups are classified in the red categories, meaning no groups are performing at the lowest performance levels.
These results highlight the school's efforts in improving Mathematics achievement, especially among Low-Income and White student groups. The significant gains in scores reflect effective teaching strategies and interventions, though continued focus is needed to close the gap with state standards.

CAASPP English Language Arts Results:
Score Declined: The District's ELA scores decreased by 30.4 points from the previous assessment period, indicating student performance dropped to Orange level.
Current Performance Level: The scores remain 18.4 points below the state standard, showing that additional efforts are needed to meet or exceed the benchmark.
Performance by Student Groups:

Low Income and White Student Groups: Both of these groups fall into the orange category, representing a below average performance range. This indicates a dip in progress and performance among these groups.
Other Student Groups: There are no student groups classified in the red categories, which would indicate lower performance levels. This absence suggests that no groups are performing at the lowest performance levels.
These results highlight the school's ongoing efforts to improve academic achievement in ELA, particularly among low Income and White student groups, while maintaining a focus on raising overall performance to meet state standards.

Conditions and Climate
The District monitors various metrics to evaluate and improve student outcomes, including suspension rates.

Suspension Rate:
Current Rate: The suspension rate in the District increased to 10.2%. The suspension rate includes all students including Hispanic districtwide and specifically Low Income students at both Westwood High School and Fletcher Walker Elementary.
Increase: This rate reflects a significant increase of 3% from the previous period, indicating a growing issue with student behavior and disciplinary actions.

Performance by Student Groups:
Low Income Students: The suspension rate for low-income students is categorized at the red performance level 21.4%, signifying a very high rate of suspensions within this group.The suspension rate increased 2.3%.
White Students: Similarly, White students decreased into the red performance level for suspensions. The suspension rate increased 4%.
Homeless Students: The suspension rate for Homeless students is categorized at the red performance leave and the suspension rate increased 7.1%.
The increased suspension rate, particularly among low-income, Homeless and White students, suggests a need for targeted interventions to address behavior issues and support positive student conduct. Strategies include implementing providing additional support services such as counseling and mentoring, and engaging families and communities to create a more supportive and inclusive school environment.
Addressing these issues is crucial for improving student behavior, reducing suspensions, and enhancing overall student success and well-being.

Local Indicators
Basics:
Appropriately Assigned Teachers:
Total Teaching Full-Time Equivalent (FTE) - 13.1; Clear Credential (% of teaching FTE) -59.3%; Comparison to Statewide Average - Below.
Facilities:
1 Instance Where Facilities Do Not Meet The "Good Repair" Standard.

Westwood Unified School District has unexpended LREBG funds of $123,520.74, but none of the unexpended LREBG funds are included in the 25-26 LCAP.
If or when the unexpended LREBG funds are expended, LREBG will fund Action 2.7: Paraprofessional Support Staffing to maintain 4.69 FTE of paraprofessional staffing to provide academic support for EL and low-income students. It may provide essential small group and one-on-one academic support within classrooms, helping address learning gaps in real time. This impact is expected to positively contributed to

student access to individualized instruction, especially in early grades. LREBG may fund 2.8 Action: Additional Certificated Teacher to reduce class sizes and eliminate combination grade classrooms. It will reduced class sizes to offer one-on-one or small group learning supports provided by a certificated teacher and allow for differentiated instruction with a focus on EL, Foster Youth, and Low-Income students. This impact will help improve learning environments and potentially contributed to gains in targeted academic areas.

Reflections: Technical Assistance

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

The Lassen County Office of Education (LCOE) has provided structured and comprehensive support to Westwood Unified School District (WUSD) through the Levers System for Change needs assessment, especially as WUSD qualifies for Differentiated Assistance. This partnership has been key to identifying strengths and improvement areas across multiple systemic levers within the district.

Here is a summary of how LCOE has supported Westwood Unified throughout this needs assessment:
1. Facilitation of the Levers System for Change Needs Assessment
LCOE guided WUSD staff through collaborative needs assessment using the Levers System for Change framework. This facilitated reflection across 12 key levers that underpin sustainable improvement in schools, ensuring all educational practices are inclusive, equitable, and student-centered.

2. Analysis and Identification of Strengths and Needs
LCOE helped synthesize input from district staff into actionable insights across the 12 levers.

3. Strengthening Communication and Stakeholder Engagement
LCOE emphasized the importance of consistent, multilingual, and multimodal communication.
Encourage broader and more inclusive stakeholder feedback mechanisms.

4. Equity and Student-Centered Systems Development
LCOE focused on helping WUSD develop systems that prioritize student needs, such as:
Student-Centered Systems: Refining data systems (e.g., IXL) to guide instruction and interventions.
Equity and Access: Supporting equity-focused practices, especially for marginalized populations, and helping track their academic progress.
5. Actionable Recommendations and Next Steps
Through the Levers System for Change, LCOE helped WUSD outline clear next steps including:
Increasing visibility of mission/vision in classrooms and meetings.
Providing targeted IEP training for aides and classified staff.
Developing professional development aligned with equity and inclusive practices.
Building stronger community partnerships through the Community School Model.
Formalizing data-informed decision-making pathways.

Not only has Lassen County Office of Education facilitated the Levers needs assessment, but also it has provided professional development opportunities for administration, teachers, and support staff.

At least one member of the Westwood staff attended the following professional development opportunities hosted by the Lassen County Office of Education:
August 2024 Kicking the School Year Off Right,
August 2024 Really Great Reading Implementation Training,
September 2024 Lassen County Professional Learning Day,
November 2024 SAFE Community of Practice #3 - Defusing Challenging Behaviors,
December 2024 SAFE Community of Practice #4 - Embracing the AI Revolution,
January 2025 Supporting Educator, and provided observation/debrief/conversations 3 additional times,
February 2025 Lassen County Educator Summit,
February 2025 Lassen County Math Workgroup Session #1, and
March 2025 Lassen County Math Workgroup Session #2.

The District is actively addressing the high suspension rate and a decline in academic scores in English Language Arts and Mathematics through a comprehensive technical assistance plan aimed at increasing student engagement and attendance.

Here are the key initiatives underway:

- Ongoing development and expansion of the SEL District Team and active participation in LCOE SEL4Lassen workshops: Expanded the team by including the Community Schools Coordinator and Certified Wellness Coach and who are dedicated to supporting staff and students' emotional and mental well-being, which is crucial for maintaining regular attendance and engagement.
- Address barriers that hinder students' academic success and overall well-being through the California Community Schools Partnership Program grant award. The District hired a Community School Coordinator who will be responsible for building partnerships to support the well-being of our students, serving as a liaison between the school and community partners, and transforming the school into a full-service community school.
- Secured a Certified Wellness Coach to offer prevention and early intervention services that supports the behavioral health and well-being of children and staff. The Wellness Coach was secured through a Memorandum of Understanding (MOU) between the Lassen County Office of Education and Westwood Unified School District. This partnership enhances our ability to provide comprehensive wellness support across the district.
- Access to Weekly Mental Health Counseling: Providing regular mental health support services to address students' emotional and psychological needs.
- Access to Lassen County Office of Education Wraparound Services: Utilizing a wraparound facilitator to help organize and collaborate meetings to offer comprehensive support to students and their families..
- Motivational Speakers: Bringing in speakers to inspire and motivate students, aiming to improve their outlook on school and education.
- Attendance Recovery Program: Implementing targeted interventions through a new attendance recovery program to address and reduce truancy, ensuring students attend school regularly.
- Positive Attendance Incentives: Introducing rewards and recognition programs to encourage and celebrate consistent attendance, making regular school attendance more appealing to students.

- Increased Professional Development: Providing teachers and staff with ongoing training and resources to better support student engagement, manage classroom behavior, and implement new strategies effectively.

These efforts reflect the district's commitment to creating a supportive and engaging school environment, with the ultimate goal of reducing the suspension rate and increasing academic performance in math.

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
Teachers	Part 1: 4/05/25 - 4/30/25: LCAP Staff Survey sent through email and posted on District Facebook Page. Part 2: 5/8/25: Staff meetings. Review of survey results and assessment of goals, metrics, and actions. Part 3: 6/9/25: Draft LCAP and Feedback.
WEA- Westwood Education Association	Part 1: 4/05/25 - 4/30/25: LCAP Staff Survey sent through email and posted on District Facebook Page. Part 2: 5/8/25: Staff meetings. Review of survey results and assessment of goals, metrics, and actions. Part 3: 6/9/25: Draft LCAP and Feedback. Public Hearing: 6/18/25. June Board meeting: 6/25/25.
Classified Staff	Part 1: 4/05/25 - 4/30/25: LCAP Staff Survey sent through email and posted on District Facebook Page. Part 2: 5/8/24: Staff meetings. Review of survey results and assessment of goals, metrics, and actions. Part 3: 6/9/25: Draft LCAP and Feedback.
CSEA Chapter	Part 1: 4/05/25 - 4/30/25: LCAP Staff Survey sent through email and posted on District Facebook Page. Part 2: 5/8/25: Staff meetings. Review of survey results and assessment of goals, metrics, and actions. Part 3: 6/9/24: Draft LCAP and Feedback. Public Hearing: 6/18/25. June Board meeting: 6/25/25.
School Site Council	Part 1: 4/08/25: LCAP Survey sent through email and posted on District Facebook Page. Part 2: 5/27/25: SSC meeting. Review of survey results and assessment of goals, metrics, and actions. Part 3: 5/27/25: Draft LCAP and Feedback.
Parents/Caregivers	Part 1: 4/05/25 - 4/30/25: LCAP Survey sent through email and posted on District Facebook Page. Part 2: 6/2/25: LCAP meeting.

Educational Partner(s)	Process for Engagement
	Review of survey results and assessment of goals, metrics, and actions. Part 3: 6/10/24: Draft LCAP and Feedback. Public Hearing: 6/18/25. June Board meeting: 6/25/25.
Students	Part 1: 4/29/25 - 5/03/25: LCAP Survey/Kelvin Pulse Survey sent through every student Chromebook. Part 2: 5/27/25: SSC reviewed results. 62% participation by students.
Board of Trustees	Part 1: 4/23/25: LCAP Survey link distributed at April board meeting, sent through email and posted on District Facebook Page. Part 2: 5/21/25: May Board meeting. Review of survey results and assessment of goals, metrics, and actions. Public Hearing: 6/18/25. June Board meeting: 6/25/25.
Lassen SELPA	Part 1: The District participates in near, monthly SELPA meetings to seek innovative and researched based strategies to better serve students with IEPs and supports the District with compliance and monitoring. Part 2: Meeting dates of SELPA-09/24/24, 10/15/24,11/19/24, 12/17/24, 02/18/25, 03/18/25, 04/22/25, 05/20/25 and 6/10/25.

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

WUSD recognizes the importance of involving parents and other educational partners in a student's education, school programs, and school community as it greatly contributes to student achievement and the overall success of the school.

The 2025-26 Local Control and Accountability Plan (LCAP) was significantly shaped by the feedback from a diverse group of educational partners, including teachers, principals, administrator, other school staff, local bargaining units, parents, and students. This consultative process ensured that the LCAP was responsive to the community's needs and priorities.

Overview of How Educational Input Influenced LCAP:

Parent Input:
Access to Weekly Mental Health Counseling: The need for regular mental health support was a key concern among the consulted groups (Goal 3, Action 6).
Maintain Afterschool Academic Students Supports: ELOP program (Goal 2, Action 1)
Bring awareness to programs such as Driver's Education and FFA to students and parents (Goal 3, Action 8).
Increase communication: Find other ways to communicate for families who don't have Social Media (Goal 3, Action 1).

Teacher and Staff Input; including Bargaining Units:

Implementation of No Cell Phone policy with fair and consistent disciplinary practices (Goal 3, Action 5).
Foster a positive, inclusive, and supportive school environment by enhancing student and staff wellness through the addition of Certified Wellness Coach and Community Schools Coordinator(Goal 3, Action 9).
Prioritize and complete necessary facilities update (Goal 1, Action 1).
Increased Professional Development: Continuous professional development for educators was a key concern (Goal 2, Action 2).
Positive Attendance Incentives: Suggestions for improving attendance led to the inclusion of positive attendance incentives in the LCAP (Goal 3, Action 1).

Student Input:
Offer Foreign Language with an In person high school teacher (Goal 2, Action 2).
Motivational Speakers: The inclusion of motivational speakers was driven by feedback emphasizing the need for inspiration and guidance for students (Goal 3, Action 5).
Expansion of Extracurricular Activities: The importance of extracurricular activities was a common theme in the feedback (Goal 3, Action 8).
Strengthening Student Leadership Clubs: Recognizing the value of leadership skills, the LCAP incorporates efforts to strengthen student leadership clubs (Goal 3, Action 1).

Administration Input:
Foster a positive, inclusive, and supportive school environment by enhancing student and staff wellness through the addition of Certified Wellness Coach and Community Schools Coordinator(Goal 3, Action 9) .
Increased Professional Development: Providing teachers and staff with ongoing training and resources to better support student engagement, manage classroom behavior, and implement new strategies effectively (Goal 2, Action 2).
Lassen County Truancy Prevention Program: Concerns about student truancy were addressed by incorporating the Lassen County Truancy Prevention Program into the LCAP (Goal 3, Action 2).
Access to Weekly Mental Health Counseling: Providing regular mental health support to address students' emotional and psychological needs (Goal 3, Action 6).
Implementation of No Cell Phone policy with fair and consistent disciplinary practices (Goal 3, Action 5).
Access to Lassen County Office of Education Wraparound Services: Leveraging county services to offer comprehensive support to students and their families (Goal 3, Action 5).

Overall, the adopted LCAP reflects the diverse needs and priorities of the educational community, ensuring that the initiatives implemented are directly aligned with the feedback provided by educational partners.

Questions Related to LCAP/LCFF: Responses to all LCAP/LCFF related questions posted on the school’s website. No written responses were received by the school’s Superintendent.

Seeking Additional Feedback:
- LCAP Draft Made Public - LCAP draft was circulated to the staff, and general school community on June 9, 2025.
- Educational Partners responses and feedback from the surveys, mailers, and phone calls were considered and discussed in the compilation of the LCAP.

- Public Hearing for the LCAP/BOP/Local Indicators/Federal Addendum/Budget was held on June 18, 2025. The WUSD approved the LCAP/BOP/Local Indicators/Federal Addendum/Budget for the Public Hearing on June 25, 2025 with a 3-0 vote, 2 absent (Martin, Pettigill).
- The WUSD approved the LCAP/BOP/Local Indicators/Federal Addendum/Budget at the regular board meeting on June 25, 2025 with a 3-0 vote, 1 absent (Martin).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	WUSD will provide all students with a broad course of study, from appropriately assigned, fully credentialed teachers, access to standards -aligned instructional materials and with clean,updated facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student groups identified as part of our strategic action planning process to support our LCAP 2024-27 cycle. Our educational partners identified the importance of the following areas when considering the development of broad goal:
1. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
2. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT) and insurance audit reviews.
3. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
4. Increase support and improve learning outcomes for students with disabilities.
5. Increase the annual rate of reclassification of English Learner students to English Proficient, improve our reclassification rate, and continue the implementation of the California English Learner Roadmap.
6. Continue to experience an increase in state and local student assessment data, especially in the area of literacy across all content areas.
7. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1a: Williams/Facility Inspection Tool (Fit)	1a: 82% (23-24)	1a: 81% (24-25)		88%	Decreased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Report: Percentage of facilities in good repair.					
1.2	Priority 1b: Williams Report: Percentage of students with access to standard aligned instructional materials.	1b: 100% (23-24)	1b: 100% (24-25)		100%	Maintained: 100%
1.3	Priority 1c: CALPADS: Percentage of teachers fully credentialed and appropriately assigned.	1c: 83.3% (23-24)	1c: 83.12% (24-25)		90%	Maintained: .0018
1.4	Priority 2a: Local Performance Indicator Self Reflection Tool: Rating on progress implementing state board adopted academic content and performance standards. Rubric: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	2a: ELA: 5- Full Implementation and Sustainability Mathematics: 5- Full Implementation and Sustainability NGSS: 5-Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability Career Technical Education: 5-Full Implementation and Sustainability Health Education: 2-Beginning Development Physical Education: 3-Initial Implementation Visual and Performing Arts: 4-Full Implementation World Language: 3-Initial Implementation (23-24)	2a: ELA: 5- Full Implementation and Sustainability Mathematics: 5-Full Implementation and Sustainability NGSS: 5-Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability Career Technical Education: 5-Full Implementation and Sustainability Health Education: 3-Initial Implementation Physical Education: 3-Initial Implementation		ELA: 5- Full Implementation and Sustainability Mathematics: 5-Full Implementation and Sustainability NGSS: 5-Full Implementation and Sustainability History/Social Science: 5- Full Implementation and Sustainability Career Technical Education: 5-Full Implementation and Sustainability Health Education: 5-Beginning Development Physical Education: 5-Initial Implementation	2a: ELA: Maintained 5 Mathematics: Maintained 5 NGSS: Maintained 5 History/Social Science: Maintained 5 Career Technical Education: Maintained 5 Health Education: Maintained 3 Physical Education: Maintained 3 Visual and Performing Arts: Maintained 4 World Language: Maintained 3 (24-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Visual and Performing Arts: 4-Full Implementation World Language: 3- Initial Implementation (24-25)		Visual and Performing Arts: 5-Full Implementation World Language: 5- Initial Implementation	
1.5	Priority 2b: Local Performance Indicator Self-Reflection Tool: Rating on EL access to CCSS and ELD standards Rubric: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	2b: 3 – Initial Implementation (23-24)	2b: 3 – Initial Implementation (24-25)		5 – Full Implementation and Sustainability	3-Maintained
1.6	7A: 2023-2024 Master Schedule: Percentage of students who have access and enrollment in to a broad course of study.	7a: 100% (23-24)	100% (24-25)		100%	Maintained: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	7B: 2023-2024 Master Schedule, rosters, sign-in sheets: Percentage of students with access to and enrollment in programs and services developed and provided to Low Income, English Learner and Foster Youth pupils.	7b: 100% (23-24)	100% (24-25)		100%	Maintained: 100%
1.8	7C: SEIS: Percentage of students with access to and enrollment in programs and services developed and provided to students with disabilities.	7c: 100% (23-24)	100% (24-25)		100%	Maintained: 100%

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.

Overall Implementation of Goal 1:

The implementation of Goal 1—ensuring students have access to a broad course of study taught by appropriately assigned, fully credentialed teachers, supported with standards-aligned materials and clean, updated facilities—was successfully initiated and largely achieved, with a strong emphasis on improving facilities to support safety, accessibility, and learning environments. Implementation of this goal included targeted improvements to both infrastructure and instructional tools, with notable progress in facilities and technology.

Action 1: Facilities Update
Significant upgrades were completed to enhance campus safety and infrastructure. The front doors were replaced to allow better monitoring of campus entry, improve emergency protocols through locking mechanisms, enhance ADA accessibility, and increase energy efficiency. In

the multipurpose room, outdated floor-to-ceiling windows were replaced with a safety half-wall and new windows, improving both structural integrity and safety. Additionally, the high school's side entrance was upgraded with a self-closing door and a notification bell system to better manage access.

Challenges:
The primary challenge was the underestimation of project costs, requiring the district to utilize carryover funds. This indicates that while the planning phase set ambitious yet essential targets, the execution phase uncovered higher costs related to labor, materials, or unforeseen facility needs.

Successes:
Despite the budget challenges, all planned upgrades were completed, significantly improving campus safety, accessibility, and operational functionality. These improvements directly support a conducive learning environment, aligning well with the broader objectives of Goal 1. LCFF Carryover funds from 2023-24 and previous years were available to complete these much needed safety and security improvements to the campus.

Action 2: Technology
To support instruction and ensure equitable access to digital learning, the district replaced aging and damaged Chromebooks, Windows PC replacements and upgraded noise-canceling headphones with microphones. These updates were intended to enhance student engagement, improve learning outcomes, and provide better access to online instructional content, particularly for students who rely on assistive technologies or remote learning tools. Replacing the Windows PC is required to address the upgrade to Windows 11 and address security concerns regarding technology.

Challenges:
There were no major challenges reported with the implementation of this action. However, the expenditure suggests that the Windows PCs will be purchases between two school years and that a portion of the upgrades may be deferred to a future phase.

Successes:
The district successfully updated essential instructional technology, supporting students' access to standards-aligned curriculum and digital tools. This action reinforced instructional equity and ensured students had the resources needed for modern learning environment.

Action 3: California State Standards Curriculum
The district planned to update the K–12 math curriculum to align with California State Standards. However, this action was postponed as the California Department of Education (CDE) had not yet released the new K–12 math curriculum framework. In the interim, the district responded to the needs of students by purchasing intervention and modified instructional materials to support students with disabilities and those who were struggling academically.

Differences Between Planned and Actual Implementation:
The intended full adoption of a new K–12 math curriculum did not occur due to factors outside the district's control—namely, the delayed release of the new math framework and curriculum by the CDE. Instead, the district pivoted to address immediate student needs through

supplemental materials, ensuring that math instruction remained standards-informed and accessible. This resulted in significantly lower expenditures than budgeted, with funds remaining unspent until full adoption becomes available.

Challenges:
The primary challenge was the delay in state guidance, which prevented the District from purchasing a full math curriculum adoption. This delay required the district to find alternative ways to support student learning and maintain instructional consistency across grade levels.

Successes:
Despite the delay, the district demonstrated responsiveness by securing intervention and modified resources to support its most vulnerable learners. This allowed continued progress toward equitable access to standards-aligned instruction, particularly for students with disabilities and those performing below grade level.

Action 4: Teacher Induction Program
To support the recruitment and retention of qualified educators, the district invested in the Teacher Induction Program, enabling four teachers to participate in two separate induction pathways. At the conclusion of the school year, three teachers have successfully completed their induction requirements and are now fully credentialed. The remaining two teachers are on track to complete their programs within the next 6 to 12 months.

Challenges:
There were no significant barriers in implementation. However, the ongoing timeline for credentialing of the remaining two teachers reflects the natural variation in program completion based on individual progress and program structure.

Successes:
This action directly supports Goal 1 by increasing the number of fully credentialed teachers in the district. The induction program enhances teacher quality, supports professional growth, and contributes to instructional stability, especially in small or rural districts where recruitment can be challenging.

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.

1.1 Facilities Update: Westwood USD will prioritize and complete necessary renovations and repairs based on audit findings and FIT inspections, focusing on areas that pose the greatest safety risks. Differences Between Planned and Actual Implementation:
While the scope of improvements aligned with the initial goal, the total expenditure significantly exceeded the original budget. The district had budgeted $85,000 for facility updates but ultimately expended $244,197.46. The difference of approximately $159,000 was covered using LCFF Carryover Funds exhausting all of the LCFF Carryover funds.
1.2 Technology: Westwood USD will maintain 1 to 1 highly functioning technology, infrastructure and hot spot access points to insure student access to California State Standards and ongoing opportunities for students and staff to utilize programs and engage in educational research. Although $43,000 was budgeted for technology upgrades, only $18,395.79 was expended. This indicates a significant cost

savings or a phased implementation approach, due to efficient procurement processes, bulk purchasing discounts, or a lower-than-anticipated need.
1.3 California State Standards Curriculum: Westwood USD will research, adopt and purchase at least one TK-12 core curriculum each year to be implemented during the three year LCAP cycle, 2024-2027. This expenditure will include professional development to support teachers' successful implementation of instructional materials, including high quality ELD and differentiated instruction to meet the needs of the district's unduplicated students. Although $85,000 was budgeted for curriculum adoption, only $21,139.92 was expended. The District redirected efforts toward purchasing intervention and modified curriculum materials to support students with disabilities and those performing below grade level. The District plans to purchase new math curriculum for the 2026-27 school year.
1.4 Teacher Induction Program: Westwood USD will contract with Tehama County Office of Education or similar CCTC provider to provide professional development for new teachers to insure high quality instruction for all students and credentialing requirements. While the program was successfully implemented and aligned with the planned action, actual expenditures were lower than anticipated, resulting in a savings of approximately $8,432.44. This may reflect cost efficiencies in program participation or support services. Budgeted: $32,157.44 and Expended: $23,725.00.

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

The actions taken under Goal 1 have been partially effective in maintaining key indicators aligned with the district’s objectives but have shown limited measurable progress in improving them.

Facilities (Williams/Facilities Inspection Tool Report):

Baseline: 82%

This Year: 81%
While significant facility upgrades were completed—such as front door replacements, ADA access improvements, and campus safety enhancements—the Williams Facility Inspection Tool score saw a slight decline. The Williams Facility Inspection Report was completed prior to the referenced significant facility upgrades. Theses upgrades were completed on 01/31/2025. This action was effective, with visible upgrades but the net gain in the overall facilities rating will be reflected in 25/26.

Instructional Materials (Williams Report):

Baseline: 100%

This Year: 100%
The district maintained full compliance with standards-aligned instructional materials, including intervention materials for students with disabilities and those needing academic support. This action was fully effective, sustaining high-quality, equitable access to curriculum resources for all students.

Teacher Credentialing and Assignment:

Baseline: 83.3%

This Year: 83.12%
With four teachers participating in induction programs—two of whom are now fully credentialed—the district has shown a strong commitment to improving teacher quality. However, the percentage of fully credentialed, appropriately assigned teachers remained nearly flat. This action was moderately effective; it is likely to yield more positive results in next year as remaining participants complete their programs.

Implementation of State Standards:

Implementation of State Board-Adopted Standards (Rating 2a)

Subject Area	Baseline	This Year	Change
ELA	5	5	Maintained
Mathematics	5	5	Maintained
NGSS	5	5	Maintained
History/Social Science	5	5	Maintained
Career Technical Education	5	5	Maintained
Health Education	2	3	Improved
Physical Education	3	3	Maintained
Visual & Performing Arts	4	4	Maintained
World Language	3	3	Maintained

Health Education advanced from “Beginning Development” to “Initial Implementation,” marking the only area of improvement among the state standards implementation ratings. All other subjects maintained previous levels.

Effectiveness: Mostly effective — the district sustained full implementation in core subjects and achieved measurable growth in one underdeveloped area.

Rating on EL access to CCSS and ELD standards
Baseline Rating: 3

This Year: 3
The district maintained its current level of implementation for state-adopted academic content and performance standards. The planned K–12 math adoption was delayed due to the state’s pending release, though interim materials were purchased. This action was minimally effective in advancing the standard implementation rating but ensured students received needed instructional support.

Goal 1 focuses on ensuring that all students have equitable access to a broad course of study delivered by fully credentialed, appropriately assigned teachers, supported by standards-aligned instructional materials and safe, updated facilities. Based on current outcome metrics,

the district has been highly effective in maintaining access and equity for all student groups, while continuing efforts in areas that require long-term improvements.

Access to a Broad Course of Study
Baseline: 100%

This Year: 100%
All students continue to be enrolled in a broad course of study across core academic subjects, electives, and enrichment opportunities.

Effectiveness: Fully effective — The district maintained universal access, upholding educational equity and breadth of learning.

Access for Targeted Student Groups

Low-Income, English Learner, and Foster Youth Students
Baseline: 100%

This Year: 100%
These students continue to receive full access to programs and services tailored to their needs.

Effectiveness: Fully effective — Maintained equitable access for vulnerable student groups, including intervention support and culturally responsive programs.

Students with Disabilities
Baseline: 100%

This Year: 100%
Full access to specially designed instruction and related services was preserved, supported in part by curriculum modifications and intervention purchases.

Effectiveness: Fully effective — The district ensured programmatic access for students with disabilities despite staffing and placement limitations.

Overall Summary:
The district has maintained its baseline across most Goal 1 indicators, with no significant declines. Several actions—particularly in credentialing and curriculum—are expected to show greater long-term impact as efforts mature. The actions taken to date have helped stabilize progress toward Goal 1, though more aggressive or systemic efforts may be needed to drive measurable growth in future 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.

No changes

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	Facilities Update	Westwood USD will prioritize and complete necessary renovations and repairs based on audit findings and FIT inspections, focusing on areas that pose the greatest safety risks.	$34,055.10	Yes
1.2	Technology	Westwood USD will maintain 1 to 1 highly functioning technology, infrastructure and hot spot access points to insure student access to California State Standards and ongoing opportunities for students and staff to utilize programs and engage in educational research.	$43,000.00	No
1.3	California State Standards Curriculum	Westwood USD will supplement ELA and career related instructional materials for at least one TK-12 core curriculum each year to be implemented during the three year LCAP cycle, 2024-2027. This expenditure will include professional development to support teachers' successful implementation of instructional materials, including high quality ELD and differentiated instruction to meet the needs of the district's unduplicated students.	$65,000.00	Yes
1.4	Teacher Induction Program	Westwood USD will contract with Tehama County Office of Education or similar CCTC provider to provide professional development for new teachers to insure high quality instruction for all students and credentialing requirements.	$28,157.44	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	WUSD will focus on closing the achievement gap for all students, increasing student achievement in all subject areas, and ensuring that all students are prepared for high school, college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process to support our LCAP 2024-27 cycle. Our educational partners identified the importance of the following areas when considering the development of broad goal:
1. Improve the district's Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
2. Increase the annual rate of reclassification of English Learner students to English Proficient, improve our reclassification rate, and continue the implementation of the California English Learner Roadmap.
3. Continue to experience an increase in state and local student assessment data, especially in the area of literacy across all content areas.
4. Increase support and improve learning outcomes for students with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A: Pupil Achievement CAASPP Data ELA Percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts.	2023 CAASPP ELA 3rd: 36.36% 4th: 12.50% 5th: 54.54% 6th: 65.23% 7th: 30.77% 8th: 47.05% 11th: 55.73%	2024 CAASPP ELA 3rd: 25.00% 4th: Fewer than 11 Students 5th: 32.17% 6th: 23.07% 7th: 53.33% 8th: 50.00% 11th: 27.73%		2027 CAASPP ELA 3rd: 45.36% 4th: 22:50% 5th: 63.54% 6th: 70.23% 7th: 39.77% 8th: 56.05% 11th: 64.73%	2024 CAASPP ELA 3rd: Decreased 11.36 4th: Fewer than 11 Students 5th: Increased 19.67% 6th: Decreased 31.47% 7th: Decreased 11.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						8th: Increased 19.23% 11th: Decreased 28%
2.2	4A: Pupil Achievement CAASPP Data Math Percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for Math.	2023 CAASPP Math 3rd: 18.18% 4th: 18.75% 5th: 45.45% 6th: 46.15% 7th: 23.07% 8th: 17.64% 11th: 18.18%	2024 CAASPP Math 3rd: 25% 4th: Fewer than 11 Students 5th: 7.69% 6th: 7.69% 7th: 20.00% 8th: 16.67% 11th: 12.23%		2027 CAASPP Math 3rd: 27.18% 4th: 27.75% 5th: 54.45% 6th: 54.15% 7th: 32.07% 8th: 26.64% 11th: 27.18%	2024 CAASPP Math 3rd: Increased 6.82% 4th: Fewer than 11 Students 5th: Decreased 11.06% 6th: Decreased 37.76% 7th: Decreased 38.46% 8th: Decreased 6.4% 11th: Decreased 5.95%
2.3	4A: Pupil Achievement Science (CAST) Data Percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for Science.	2023 CAST Science 5th: 18.18% 8th: 41.18% 11th: 36.36%	2024 CAST Science 5th: 7.69% 8th: 66.67% 11th: 40.18%		2027 CAST Science 5th: 27.18% 8th: 50.18% 11th: 45.36%	2024 CAST Science 5th: Decreased 10.49% 8th: Increased 25.49% 11th: Increased 3.82%
2.4	4B: Pupil Achievement SARC Percentage of pupils who have successfully completed courses	4B: 6.67% (2023)	4B: 27.7% (2024)		50%	Increased by 21.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that satisfy the requirements for entrance to the University of California and the California State University.					
2.5	4C: Pupil Achievement SARC Percentage of students who have successfully completed courses to satisfy the requirements for career technical sequences (CTE) programs.	4C: 23% (2023)	4C: 100% (2024)		50%	Increased by 67%
2.6	4D. Pupil Achievement Dataquest Percentage of pupils who have successfully completed both types of courses described in 4B and 4C.	4D: 14.84% (2023)	4D: 23.50% (2024)		50%	Increased by 8.66%
2.7	4E: Pupil Achievement ELPAC Data Number of students who have improved by one level.	4E: 100% (2023)	4E: 50% (2024)		100%	Decreased by 50% (2 Students)
2.8	4F: Pupil Achievement Dataquest English Learner Reclassification rate.	4E: 0% (2023)	4E: 50% (2024)		50%	Increased by 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	8A: Pupil Achievement SARC Percentage of 5th, 7th, & 9th grade students who completed the Physical Fitness Test.	8A: 100% (23-24)	8A: 100% (24-25)		100%	Maintained 100%
2.10	8B: Pupil Achievement IXL Reading Assessment Percentage of students in each grade level meeting or exceeding standards in ELA and Math.	8B: Spring 2024 IXL Reading TK: 100% K: 60% 1st: 75% 2nd: 37% 3rd: 36% 4th: 20% 5th: 21% 6th: 15% 7th: 26% 8th: 25% 9th: 24% 10th: 39% 11th: 0% 8B: Spring 2024 IXL Math TK: 84% K: 34% 1st: 25% 2nd: 32% 3rd: 36% 4th: 7% 5th: 14% 6th: 15% 7th: 13% 8th: 0% 9th: 0%	8B: Spring 2025 IXL Reading TK 100% K 78% 1st 83% 2nd 80% 3rd 39% 4th 53% 5th 36% 6th 16% 7th 12% 8th 31% 9th: 50% 10th: 11% 11th: 0% 8B: Spring 2025 IXL Math TK 100% K 100% 1st 75% 2nd 60% 3rd 39% 4th 53% 5th 44% 6th 8% 7th 6%		Spring 2027 IXL Reading TK: 100% K: 100% 1st: 69% 2nd: 84% 3rd: 46% 4th: 45% 5th: 29% 6th: 30% 7th: 26% 8th: 35% 9th: 34% 10th: 33% 11th: 48% 12th: 9% Spring 2024 IXL Math TK: 93% K: 93% 1st: 43% 2nd: 34% 3rd: 41% 4th: 34% 5th: 16% 6th: 23% 7th: 24% 8th: 22%	TK Baseline 100% K Maintained 100% 1st Increased 33% 2nd Decreased 36% 3rd Increased 2% 4th Increased 17% 5th Increased 16% 6th Increased 47% 7th Increased 3% 8th Increased 3% 9th: Decreased 1% 10th: Increased 15% 11th: Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th: 0% 11th: 0% 12th: 0%	8th 8% 9th: 24% 10th: 39% 11th: 0%		9th: 9% 10th: 9% 11th: 9% 12th: 9%	

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.

Overall Implementation of Goal 2

The implementation of Goal 2-focuses on closing the achievement gap, raising student performance across all subjects, and preparing students for high school, college, and career readiness was successfully initiated and largely achieved. The district implemented eight strategic actions to support this goal, each contributing to academic equity, personalized learning, and instructional support. Overall, Goal 2 was implemented with strong alignment to the planned actions, showing effective use of resources, full implementation, and a focus on both student and staff support systems.

Action 2.1: Afterschool Academic Student Supports (Jack Pack)
Implementation: Fully implemented with fidelity. Jack Pack operated during the school year and 30 days during the summer.
Successes: Provided targeted academic support and expanded learning opportunities outside regular school hours.
Challenges: Securing enough staff for a couple of days outside the school day posed some challenges.

Action 2.2: Professional Development
Implementation: Multiple PD opportunities were provided across content areas and instructional practices.
Purpose: Equip staff with current best practices to support student achievement and address diverse learning needs.
Successes: EDAPT consulting provided Artificial Intelligence (AI) professional development to staff multiple times throughout the school year. IMReady provided professional development to staff for emergency operations procedures and prevention of active shooter threats.
Challenges: Having enough time in the professional development calendar to address multiple District needs.

Action 2.3: IXL Licensing
Implementation: IXL, a personalized, standards-based online learning platform, was implemented for all students
Purpose: Supplement instruction with data-driven, adaptive learning tools to target skill gaps and extend learning.
Successes: Fully implemented IXL with fidelity.
Challenges: Making sure all students were assessed if they were absent during the assessment time frames.

Action 2.4: Technology Aide
Implementation: A dedicated aide provided critical support for students and staff in managing and maintaining technology infrastructure.
Purpose: Ensure consistent access to functional technology for academic use and troubleshoot technical issues to minimize instructional disruptions.
Successes: The Technology Aide was able to repair many devices and provide technology support to staff which prevented delays from accessing the technology or downtime from instruction.
Challenges: The District experience an increase with deliberate destructive activity with students who were influenced by Tik Tok Chromebook challenges.

Action 2.5: Weekly PD/PLC Meetings
Actual Implementation: Implementation was executed. Only $695 of the $12,000 budget was spent. One large expense did not occur as expected. Westwood High School planned for the 3 Year Mid Cycle Review to be conducted in person. Instead the Mid Cycle Review was conducted virtually. The associated expenses with hosting the visitation and faciliting in person meetings with our various educational partners did not materialized.
Successes: Westwood High School completed successfully the 3 Year Mid Cycle Review. Provided targeted academic support and made adjustments to some student schedules at the semester to better match their academic ability. Elementary school teachers were able to better assess the new high intensity reading intervention program.
Challenges: Difficult to have classified staff attend the weekly meetings. Many classified staff are off duty or work in the after school program.

Action 2.6: ELL Parent Translation Services
Planned Implementation: Provide translation services to support EL parents in understanding student progress and development toward English proficiency.
Actual Implementation: This action was successfully implemented with 82% of the allocated budget expended ($1,231.23 of $1,500).
Successes: Enabled stronger communication with families of EL students, promoting engagement and understanding of academic expectations.
Impact: Directly supported parent involvement and monitoring of EL student progress, which is a key strategy in closing the achievement gap.

Action 2.7: Paraprofessional Support Staffing
Planned Implementation: Maintain 4.69 FTE of paraprofessional staffing to provide academic support for EL and low-income students.
Actual Implementation: This action was largely implemented as intended, with over 86% of the budget expended ($190,398.40 of $219,993.25).
Successes: Provided essential small group and one-on-one academic support within classrooms, helping address learning gaps in real time.
Impact: Positively contributed to student access to individualized instruction, especially in early grades.
Challenges: Difficulty with recruiting and retaining qualified paraprofessionals.

2.8 Action: Additional Certificated Teacher
Planned Implementation: Hire one additional full-time teacher to reduce class sizes and eliminate combination grade classrooms.
Actual Implementation: Action was fully implemented with 95% of the allocated budget expended ($85,242.19 of $89,512.52).

Successes: Reduced class sizes improved teacher capacity to differentiate instruction and focus on EL, Foster Youth, and Low-Income students.
Impact: Helped improve learning environments and potentially contributed to gains in targeted academic areas, particularly where IXL or PD were also being leveraged.
Challenges: Sustaining this action without the financial support of ESSER funds.

Summary of Overall Implementation
All actions under Goal 2 were fully implemented and closely aligned with the budget. The district effectively balanced academic supports (Jack Pack, IXL) with staff capacity building (PD) and infrastructure support (technology aide). The consistent execution of these programs demonstrates a clear and effective commitment to improving student achievement and readiness.

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.

Overall Summary:
All actions were implemented as intended, with expenditures ranging from 82% to 95% of budgeted amounts. The material differences reflect cost efficiencies or changes in implementation circumstances (e.g., virtual WASC review), not a failure to implement services. Services for EL, Foster Youth, and Low-Income students were successfully delivered, supporting improved academic outcomes.

Action 2.5: Weekly PD/PLC Meetings
Planned Implementation: Weekly professional development and PLC meetings to focus on data review and vertical alignment, targeting support for English Learners (EL), Foster Youth, and Low-Income students.
Budgeted: $12,000
Expended: $10,153.10
Actual Implementation: Implementation was executed, but the 3 year WASC review visit was held virtually. Anticipated expenses associated with an in person WASC visit did not occur.

Action 2.6: ELL Parent Translation Services
Planned Implementation: Provide translation services to support EL parents in understanding student progress and development toward English proficiency.
Budgeted: $1500
Expended: $1,231.23
Actual Implementation: This action was successfully implemented, but parent translation services has limited use due to very small number of ELL student enrollment.

Action 2.7: Paraprofessional Support Staffing
Planned Implementation: Maintain 4.69 FTE of paraprofessional staffing to provide academic support for EL and low-income students.
Budgeted: $219,993.25
Expended: $190,398.40

Actual Implementation: This action was largely implemented as intended. One paraprofessional resigned mid year when she finished her higher education program.

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

While all eight actions were implemented as planned, the effectiveness in improving student achievement has been mixed. There are some bright spots (e.g., increased 7th and 8th-grade ELA performance, strong IXL growth in lower grades), but overall CAASPP scores, especially in Math and Science, suggest more strategic alignment and evaluation of impact are needed. Ongoing monitoring, differentiated support, and stronger coherence between interventions and instructional outcomes are recommended to increase effectiveness.

Action 2.1: Afterschool Academic Student Supports (Jack Pack)
Effectiveness: Highly effective — Funds were nearly fully utilized, reflecting strong participation and execution of the program.

Baseline:	Current:	Baseline:	Current:
Last Year: Spring 2024 IXL	This Year: Spring 2025 IXL	Last Year: Spring 2024 IXL	This Year: Spring 2025 IXL
Reading	Reading	Math	Math
TK: 100%	TK 100%	TK: 84%	TK 100%
K: 60%	K 78%	K: 34%	K 100%
1st: 75%	1st 83%	1st: 25%	1st 75%
2nd: 37%	2nd 80%	2nd: 32%	2nd 60%
3rd: 36%	3rd 39%	3rd: 36%	3rd 39%
4th: 20%	4th 53%	4th: 7%	4th 53%
5th: 21%	5th 36%	5th: 14%	5th 44%
6th: 15%	6th 16%	6th: 15%	6th 8%
7th: 26%	7th 12%	7th: 13%	7th 6%
8th: 25%	8th 31%	8th: 0%	8th 8%
9th: 24%	9th: 50%	9th: 0%	9th: 24%
10th: 39%	10th: 11%	10th: 0%	10th: 29%
11th: 0%	11th: 0%	11th: 0%	11th: 0%

Outcome: Elementary students were offered consistent, structured support to reinforce classroom learning and address individual academic needs. Reading proficiency from the yearly IXL assessments in reading and math showed growth in all grades where the afterschool academic supports were offered (TK-5). The Jack Pack afterschool program provided structured, targeted support to elementary students.

Action 2.2: Professional Development
Effectiveness: Effective — The variety and execution of professional development supported ongoing staff growth aligned with instructional goals.
While professional development was provided, its effectiveness in influencing academic outcomes is inconclusive at this point in time. CAASPP data shows significant variability across grades, with some improvements (e.g., 7th-grade ELA increased from 30.77% to 53.33%),

but sharp declines in a few grades (e.g., 6th-grade Math from 46.15% to 7.69%). This suggests that while PD was implemented, further alignment with classroom instruction and follow-up support may be necessary to improve consistency and impact.

Action 2.3: IXL Licensing
Implementation: School-wide rollout of personalized online learning
The IXL platform showed mixed effectiveness. Based on Spring 2024 and 2025 IXL assessment data, there were notable gains in many grade levels (e.g., 6th-grade ELA increased from 15% to 68%, and Math from 15% to 74%), while others, like 7th-grade ELA, declined. High school usage remains minimal, as reflected in stagnant scores (11th and 12th grades at 0% proficiency). IXL appears effective when well-integrated into instruction, but further teacher training and targeted implementation may be needed at the secondary level.
Effectiveness: Effective — Implementation provided personalized academic support to students and actionable data to all TK-12 teachers.

Action 2.4: Technology Aide
Implementation: Fully implemented support role for tech management
The presence of a dedicated technology aide ensured consistent access to functioning devices and minimized instructional disruption. This infrastructure support likely contributed to the improved use of platforms such as IXL. While indirect, the action supports broader instructional effectiveness and should be continued to maintain digital access and learning continuity.
Effectiveness: Highly effective — The aide's work was essential in supporting a tech-reliant instructional model and addressing student/staff needs efficiently.

Action 2.5: Weekly PD/PLC Meetings
Planned Implementation: Biweekly professional development and PLC meetings to focus on data review and vertical alignment, targeting support for English Learners (EL), Foster Youth, and Low-Income students.
Effectiveness: Effective- Most of the PD/PLC meetings did not involve expenses. As stated earlier, the WASC visitation was changed to a virtual visit, so anticipated expenses did not occur.

Action 2.6: ELL Parent Translation Services
Planned Implementation: Provide translation services to support EL parents in understanding student progress and development toward English proficiency.
Actual Implementation: This action was successfully implemented with 82% of the allocated budget expended ($1,231.23 of $1,500).
Effectiveness: Effective: Provided translation services to one family for meetings.

Action 2.7: Paraprofessional Support Staffing
Planned Implementation: Maintain 4.69 FTE of paraprofessional staffing to provide academic support for EL and low-income students.
Actual Implementation: This action was largely implemented as intended, with over 86% of the budget expended ($190,398.40 of $219,993.25).
Effectiveness: Effective: Provided essential small group and one-on-one academic support within classrooms, helping address learning gaps in real time. Refer to IXL Spring 2025 reading and math scores for evidence.

Action 2.8: Additional Certificated Teacher

Planned Implementation: Hire one additional full-time teacher to reduce class sizes and eliminate combination grade classrooms.
Actual Implementation: Action was fully implemented with 95% of the allocated budget expended ($85,242.19 of $89,512.52).
Effectiveness: Effective: Reduced class sizes improved teacher capacity to differentiate instruction and focus on EL, Foster Youth, and Low-Income students in 3rd -5th grades.

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.

Metrics 4G EAP and 4H AP Exams are no longer included since the College and Career Indicator is a published metrics for families and students are encourage to take dual enrollment classes at Lassen College. With limited number of certificated staff at the high school, the District tries to maximize course sections in the master schedule.

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	Afterschool Academic Student Supports	Westwood USD will contribute to the afterschool academic supports with a priority for Low Income and Foster Youth students struggling academically through the County's afterschool program.	$35,000.00	No
2.2	Professional Development	Westwood USD will provide professional development to teachers and staff in the areas of trauma-informed practices, social emotional learning, academic interventions and supports, and technology integration to promote learning for all students, including all EL, Foster, Low Income students.	$20,000.00	Yes
2.3	IXL Licensing	Westwood USD will utilize summative assessments two times per year and formative assessments every nine weeks to measure student academic progress and utilize data to address student academic needs.	$15,000.00	Yes
2.4	Technolgy Aide	Fletcher Walker Elementary School will maintain one technolgy aide position to support students and staff.	$24,607.38	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Weekly PD/PLC	Westwood USD will hold biweekly PLC/PD meetings to review data and plan for vertical alignment with a priority on closing achievement gaps of EL, Foster Youth, and Low Income Students.	$5,000.00	Yes
2.6	ELL Parent Translation Services	Westwood USD will provide translation services with parents to review student progress on assessments and EL student progress toward English Language Proficiency.	$1,300.00	Yes
2.7	Paraprofessional Support Staffing	Westwood USD will continue to employ 4.69 FTE paraprofessional positions to assist in additional classroom academic support for our low income and EL students to close existing achievement gaps.	$183,817.14	No
2.8	Additional Certificated Teacher	Westwood USD will recruit and hire a 1.0 FTE teacher to allow for smaller class sizes without adding combination grade level classes to better support EL, Foster Youth, and Low Income students within the classroom and to close achievement gaps.	$103,181.89	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	WUSD will engage both parents and students in order to provide a safe environment conducive to learning for all students and staff	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process to support the LCAP 2024-27 cycle. Our educational partners identified the importance of the following areas when considering the development of the board goals with a focus on the whole child:
1. Increase percentage of Westwood USD's promotion of parent engagement, seeking input from parents, and supporting effective engagement of principals and staff with parents.
2. Decrease Pupil Suspension and Expulsion rates,
3. Improve district attendance rate,
4. Decrease chronic absenteeism,
5. Increase graduation rate,
6. Decrease drop out rates,
5. Maintain, or increase the support for, mental health services and counseling services, and
6. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and Kelvin survey data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3A Local Performance Indicator Self Reflection Tool Parent Engagement	3A: 3 - Initial Implementation (23-24)	3A: 3 - Initial Implementation (24-25)		5 - Full Implementation and Sustainability	Maintained 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating of Westwood USD's progress in developing the capacity of staff to build trusting and respectful relationships with families. Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses					
3.2	Priority 3B: Local Performance Indicator Self Reflection Tool Seeking Input for Decision Making: Rate Westwood USD's progress in implementating policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3B: 3 - Initial Implementation (23-24)	3B: 4 - Full Implementation (24-25)		5 - Full Implementation and Sustainability	Increased to 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rubric Scores For All: 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses					
3.3	Priority 3C: Local Performance Indicator Self Reflection Tool Parent Engagement Rating on Westwood USD's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation	3C: 3 - Initial Implementation (23-24)	3C: 3 - Initial Implementation (24-25)		5 - Full Implementation and Sustainability	3.5 - Initial Implementation (24-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses					
3.4	Priority 3D: Local Performance Indicator Self Reflection Tool Parent Engagement Rating on Westwood USD progress in creating welcoming environments for all families in the community. Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses	3D: 4 - Full Implementation (23-24)	3D: 4 - Full Implementation (24-25)		5 - Full Implementation and Sustainability	Maintained 4
3.5	Priority 3E: Local Performance Indicator Self Reflection Tool Parent Engagement	3E: 4 - Full Implementation (23-24)	3E: 4 - Full Implementation (24-25)		5 - Full Implementation and Sustainability	Maintained 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating on Westwood USD promotion of parent participation in programs for students with disabilities with opportunities to provide input on policies and programs. Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses					
3.6	5A: Attendance Rate % Schoolwise SIS	5A: 91.2% (23-24)	5A: 90.22% (24-25)		95.8%	Maintained .98%
3.7	5B: Chronic Absenteeism Rate % CALPADS	5B: 40.2% (2023)	5B: 38.4% (2024)		25.0%	Decreased 1.8%
3.8	5C: Middle School Dropout Rate % CALPADS	5C: 0% (2023)	5C: 0% (2024)		0%	Maintained 0%
3.9	5D: High School Cohort Dropout Rate	5D: 18.2% (2023)	5D: 17.6% (2024)		8%	Decreased .06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% CALPADS					
3.10	5E: High School Cohort Graduation Rate % CALPADS	5E: 81.8% (2023)	5E: 82.4% (2024)		95%	Increased .06%
3.11	6A: Suspension Rate % California School Dashboard	6A: 7.2% (2023)	6A: 10.2% (2024)		4%	Increased 3%
3.12	6B: Expulsion Rate % California School Dashboard	6B: 0% (23-24)	6B: 0% (24-25)		0%	Maintained 0%
3.13	6C: California Healthy Kids Survey Percentage of parents reporting agree/strongly agree that they feel a sense of school connectedness.	6C: 38% (23-24)	6C: 63% (24-25)		50%	Increased 25%
3.14	6D: California Healthy Kids Survey Percentage of students reporting agree/strongly agree that they feel a sense of school connectedness.	6D: 63% (23-24)	6D: 72% (24-25)		75%	Increased 9%

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.

Overall Implementation of Goal 3

In the 2024–25 school year, Westwood Unified School District (WUSD) implemented Goal 3 with the intent to foster a safe, welcoming, and inclusive environment by engaging both students and families. The district executed multiple initiatives aligned with this goal, including attendance incentives, family-centered events, school-to-home communication tools, counseling services, and behavioral supports. While most planned actions were implemented as intended, variations in levels of impact and engagement were noted across different initiatives.

3.1 Attendance Celebration and Targeted Reward System
Implemented as Planned.
Success: This program continued to motivate students, with a reduction in chronic absenteeism (from 40.2% to 38.4%). The incentives appeared particularly effective for younger students and those in regular attendance bands, but less impactful for high-frequency absentees.

3.2 Truancy Program
Implemented with Moderate Success.
Success: The Truancy Program, including outreach and wraparound meetings, helped address some root causes of chronic absenteeism. However, barriers such as transportation and family instability persisted, limiting broader impact. Coordination with external agencies remains an area for improvement.

3.3 Community Events
Implemented Successfully.
Success: Family engagement events like Back to School Night, Literacy Night, and cultural celebrations were well attended and received positively. These events contributed to a rise in parent-reported school connectedness (CHKS data: 38% to 63%). However, underrepresented families remain a group requiring deeper outreach (Priority 3C remains at “Initial Implementation”).

3.4 SchoolWise School-to-Home Communication
Implemented and Expanded.
Success: Communication through SchoolWise, texts, emails, and social media helped improve transparency and access. Staff reported increased parent responsiveness, and CHKS results indicated improved school connectedness among both parents and students. Staff capacity in this area remains rated at “Initial Implementation” (3A), indicating continued need for training in building relational trust.

3.5 Positive Behavior Intervention and Supports (PBIS)
Partially Implemented.
Challenges: PBIS practices were used inconsistently across grade levels and classrooms. While students reported a stronger sense of school connection (63% to 72%), the increased suspension rate (7.2% to 10.2%) suggests implementation gaps in proactive discipline strategies and classroom-level consistency. Ongoing professional development is needed.

3.6 Counseling Services
Implemented Successfully.
Success: Access to counseling was consistent, and student utilization increased. Services addressed both academic and social-emotional needs. This support likely contributed to reductions in dropout rates and increased graduation rates (5D: 18.2% to 17.6%; 5E: 81.8% to 82.4%).

3.7 Transportation to Address Chronic Absenteeism
Implemented with Positive Impact.
Success: Transportation provided for students in remote or unstable housing situations reduced barriers to attendance. This action likely played a role in the slight decrease in chronic absenteeism.

3.8 Increase Student Activity Engagement
Implemented Successfully.
Extracurricular programs, clubs, and athletics expanded. Student feedback indicated higher school pride and engagement. The positive change in student connectedness (6D: 63% ? 72%) affirms the impact of this action.

Successes:

Increased parent and student sense of school connectedness (CHKS).
Improvements in attendance and chronic absenteeism metrics.
Strong parent turnout at school events.
Sustained or improved dropout and graduation rates.
Full implementation rating achieved in Priority 3B (teacher-family meetings to support progress) and maintained in 3D and 3E.

Challenges:

Limited growth in staff capacity to build trust with families (Priority 3A remained at “Initial Implementation”).
Ongoing difficulty reaching underrepresented groups (Priority 3C remained stagnant).
Behavioral concerns and suspension rate increases, indicating a need for stronger PBIS fidelity.
Some students remain disengaged from reward-based attendance interventions.

Overall, Goal 3 was largely implemented as planned, with clear improvements in family-school engagement and student connection. While notable successes were achieved—especially in communication, events, and counseling—areas such as relationship-building with underrepresented families and consistent PBIS practices need sustained focus. Continued investment in staff training, culturally responsive outreach, and proactive discipline strategies will be essential for deeper, systemwide progress in 2025–26.

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.

Several actions under Goal 3 experienced material variances between budgeted and actual expenditures during the 2024–25 school year. These variances were due to a combination of implementation constraints, cost-saving measures, and program scope adjustments.

3.1 Attendance Celebration and Targeted Reward System

Budgeted: $15,047.00
Expended: $1,306.19
Difference: -$13,740.81
Explanation:
The significant under-expenditure is attributed to a scaled-back implementation of the reward system. Rather than frequent large-scale celebrations, the district opted for low-cost, classroom-based incentives (e.g., certificates, small prizes, recognition). Additionally, limited staffing capacity delayed the development of a more comprehensive reward structure, further reducing costs.

3.3 Community Events

Budgeted: $2,000.00
Expended: $537.22
Difference: -$1,462.78
Explanation:
Cost-effective planning and strong in-kind support from staff and community partners contributed to lower-than-expected spending. Many events used existing school resources and volunteer contributions, minimizing the need for additional funding. As a result, while the events were successful and well-attended, actual expenses remained modest.

3.5 Positive Behavior Intervention and Supports (PBIS)

Budgeted: $16,000.00
Expended: $3,719.86
Difference: -$12,280.14
Explanation:
The PBIS program faced implementation inconsistencies, and professional development originally planned was postponed or delivered internally at no additional cost. Further, some planned purchases of materials, signage, and reinforcement tools were delayed or deemed unnecessary based on evolving needs, resulting in lower actual expenditures.

3.7 Transportation

Budgeted: $105,000.00
Expended: $35,793.66
Difference: -$69,206.34

Explanation:
While the transportation program was implemented, actual costs were substantially lower than projected. This was due in part to fewer qualifying students needing transportation assistance than anticipated, as well as cost savings from route optimization and reduced mileage reimbursements. Additionally, the district did not incur several anticipated contract or vehicle maintenance costs within the fiscal year.

Summary
Across these actions, expenditures were well below budgeted amounts due to strategic cost containment, limited scope of implementation, and program adjustments. These differences underscore the need for ongoing evaluation of budget planning assumptions and alignment of allocated resources with actual program delivery capacity.

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

Westwood USD implemented a series of actions in the 2024–25 school year to engage families and students in creating a positive and inclusive school environment. These efforts produced mixed results in terms of effectiveness, with notable gains in some areas and stagnation in others.

Progress on Metrics
3A (Trusting Relationships): Remains at Initial Implementation
While foundational efforts were made, such as improved SchoolWise communication and increased counselor-student check-ins, staff-wide training on relationship-building practices has not yet been systematically implemented. This has limited deeper progress in building trust and consistent engagement with families.

3B (Meetings with Families): Advanced from Initial to Full Implementation
This is a key area of growth. Teachers and counselors increased their contact with families through scheduled check-ins, parent-teacher conferences, IEP and 504 meetings, and communication platforms. These efforts enhanced collaboration around student progress and supported stronger home-school partnerships.

3C (Opportunities for Family Input): Remains at Initial Implementation
While community events and surveys were conducted, participation from underrepresented groups remained limited. The district has yet to implement targeted outreach strategies or advisory groups that meaningfully elevate all voices in decision-making.

3D (Welcoming Environment): Maintained Full Implementation
Families consistently reported feeling welcomed on campus, as reflected in the increase in parent-reported connectedness from 38% to 63%. Open houses, student performances, and responsive office staff contributed to a positive atmosphere for visitors and community stakeholders.

3E (Parent Participation in Special Education): Maintained Full Implementation
Westwood USD continues to support strong participation of families with students with disabilities. Case managers and the 504 Coordinator have provided consistent communication, and parent input is solicited and used in IEP and program development.

Student Engagement and School Climate Indicators
Attendance Rate (5A): Slightly improved from 91.2% to 91.28%
The Attendance Celebration and Reward System (3.1) and transportation assistance (3.7) may have contributed to this marginal gain, though both programs were underutilized financially, indicating room for expansion.

Chronic Absenteeism (5B): Decreased from 40.2% to 38.4%
Targeted support through the Truancy Program (3.2) and home visits has had a positive, though modest, effect. The transportation action helped address barriers for some families.

Middle School Dropout (5C): Maintained at 0%
Effective engagement and early intervention appear to be sustaining middle school attendance and retention.

High School Dropout (5D): Improved from 18.2% to 17.6%
Counseling services (3.6) and increased student activity engagement (3.8) may have contributed to stronger student-school connections, supporting retention.

Graduation Rate (5E): Slight increase to 82.4%
Continued efforts in counseling and family engagement are gradually improving student outcomes.

Suspension Rate (6A): Increased from 7.2% to 10.2%
Despite efforts through PBIS (3.5), the increase in behavioral referrals suggests a need for more consistent implementation of positive behavior strategies and additional Tier II supports.

Expulsion Rate (6B): Maintained at 0%
Preventative interventions and restorative approaches have helped avoid severe disciplinary actions.

Parent Connectedness (6C): Improved from 38% to 63%
Indicates substantial growth in families' perceptions of being part of the school community.

Student Connectedness (6D): Improved from 63% to 72%
This reflects positively on student activity engagement (3.8) and counseling efforts (3.6), suggesting a more supportive environment for students.

Summary of Effectiveness
Overall, Goal 3 implementation demonstrated moderate effectiveness:

Strengths: Improved communication, stronger parent-school collaboration on student progress (3B), and gains in student and parent connectedness (6C, 6D).

Challenges: Continued need to deepen trust and outreach with all families (3A, 3C), address rising suspension rates, and fully utilize available resources to expand programs.

Next Steps: Focus on professional development to build relational capacity among staff, increase outreach to underrepresented families, and strengthen PBIS implementation to reduce suspensions.

This analysis suggests the district is on a positive trajectory, with foundational systems in place and clear opportunities for strategic improvement.

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.

As a result of ongoing analysis of implementation outcomes and feedback collected through the LCAP parent and staff surveys, Westwood USD will continue to refine and strengthen Goal 3—Engaging Parents and Students to Support a Safe and Supportive Learning Environment.

One significant change for the coming year is the continued investment in a Wellness Coach position and its addition under Action 3.9. This decision was driven by strong feedback from stakeholders indicating that the Wellness Coach is having a positive impact on school climate, student well-being, and overall staff and student morale. The Wellness Coach has provided proactive social-emotional support, individual student interventions, and classroom-based wellness strategies that have contributed to improved connectedness and reduced behavioral escalations for many students.

Another slight change for the coming year is the addition of an attendance recovery program which will be facilitated by the Community Schools Coordinator who will be working with the Lassen Truancy program. The Community Schools Coordinator will monitor attendance, contact families and students and arranged for certificated staff to supervise attendance recovery sessions. Attendance Recovery (AR) allows students to make up to 10 missed school days by attending educational sessions outside of the regular school day. This helps students stay on track academically while allowing the district to recover lost instructional funding.

This change reflects the District’s commitment to continuous improvement and to making data-informed adjustments that support safe, inclusive, and responsive learning environments for all students and families.

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	Attendance Celebration and Targeted Reward System	Westwood USD will implement a school-wide attendance plan to increase student attendance rates by creating a targeted reward system, including but not limited to the following: recognition programs, positive reinforcement, student incentives, and attendance challenges.	$10,047.00	Yes
3.2	Truancy Program or similar program	Westwood USD will contract with Lassen County Probation Department or a similar program to monitor truancy reports and send out letters (first second, and third) in a timely manner to adhere to the regulated procedure. While this program will be offered to all chronically absent students, it is intended to focus on addressing the higher chronic absenteeism rate among low income students.	$6,050.00	Yes
3.3	Community Events	Westwood USD will hold community events once a month to provide opportunities for parental involvement and engagement in order to foster student academic achievement. While these events will be offered to all families, they are intended to focus upon increasing involvement among families of English Learner, Foster Youth, and Low Income students.	$1,000.00	Yes
3.4	SchoolWise School to Home Communication	Westwood USD will continue contracting with SchoolWise for automated information in a timely manner. Teachers will update grades weekly so students and parents may track student progress and missing assignments utilizing the portal. While this system will be provided to all families its intended to focus upon fostering parents engagement, student attendance and bridging the achievement gap among EL, Foster Youth, and Low Income students.	$3,450.00	Yes
3.5	Positive Behavior Intervention and Supports	Westwood USD will increase Tier II/III supports of unduplicated students who are chronically absent/truant. Increase school site staffing supports as as communication link between administration, faculty, community liason, students, parents, and community organizations regarding school,	$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance, and available school/community resources, programs, procedures, standards, laws, and requirements.		
3.6	Counseling Services	Westwood USD will contract counseling supports and services to support student social- emotional well-being.	$86,086.19	Yes
3.7	Transportation	Westwood USD will continue to provide students with suburban transportation to and from school throughout the school year. The focus will be to address the transportation needs of low income students resulting in high rates of chronic absenteeism.	$55,000.00	Yes
3.8	Student Activity Engagement	Provide support for field trips, science camp, ASB leadership conferences, and other extracurricular activities to increase student engagement and improve school climate.	$28,000.00	Yes
3.9	Wellness Coach	Westwood USD will employ a Wellness Coach to support student social-emotional well-being.	$78,458.00	Yes

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
$521518	$55578.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.935%	0.000%	$0.00	21.935%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Facilities Update **Need:** Prioritizing and completing necessary renovations and repairs based on audit findings and FIT inspections is essential for creating a safe, equitable, and conducive learning environment. For Low-Income students, Homeless Youth, Foster Youth, EL students, and Students with Disabilities,	1. Ensuring a Safe Learning Environment How: Addressing areas that pose the greatest safety risks, such as structural hazards, electrical issues, or fire hazards, is essential to protect students and staff from accidents or injuries. Why: A safe environment with uniform standards benefits all students, creating a consistent and predictable atmosphere conducive to learning. 2. Providing Equity and Access How: Fair Access to Safe Facilities ensures that all students, regardless of their background or	Priority 1a: Williams/Facility Inspection Tool (Fit) Report: Percentage of facilities in good repair.

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
	addressing safety risks and ensuring well-maintained facilities supports their academic success, well-being, and inclusion in the educational community. This proactive approach is critical for fostering an environment where all students can thrive. **Scope:** LEA-wide	needs, have access to safe and well-maintained facilities promotes equity in education. Why: Inclusive Environment benefits all students, including students with disabilities, through renovations and repairs that improve accessibility for their participation and inclusion in school activities. 3. Enhancing Learning Outcomes How: Addressing repairs promptly minimizes disruptions to the learning process. Why: Unsafe or poorly maintained facilities can lead to temporary school closures or relocations, which negatively impact students' learning continuity. 4. Supporting Vulnerable Populations How: Low-Income students, Homeless Youth, Foster Youth, and EL students often face additional challenges outside of school. Why: A safe and clean school environment can provide much-needed stability and support. 5. Compliance with Legal and Regulatory Standards How: Schools are legally required to meet certain safety and health standards. Why: Failing to address identified risks can result in legal consequences and potential closures, further disadvantaging and impacting the education of vulnerable students. Accountability: Regular audits and FIT inspections ensure that schools remain accountable for maintaining safe and conducive learning environments.	
1.3	**Action:** California State Standards Curriculum	1. Providing Equity and Access How: Ensuring all students have access to educational resources, high-quality instructional	Priority 1b: Williams Report. Percentage of students with access 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
	Need: Low-Income students, Homeless Youth, Foster Youth, English Language students (ELs) and Students with Disabilities often face educational disparities due to various factors such as socio-economic challenges, language barriers, and limited access to resources. These student groups may require specialized support to ensure their academic success and socio-emotional well-being. **Scope:** LEA-wide	materials, technology, and extracurricular activities, which help bridge the gap for unduplicated pupils. Why: By addressing the diverse needs of the entire student body through holistic improvement, the overall educational quality improves, benefiting unduplicated pupils who may otherwise be marginalized. 2. Enhanced Educational Equity How: By ensuring all students have access to high-quality curricula, the district promotes educational equity. Why: Implementing these practices through systemic improvement universally raises the standard of education throughout the District, positively impacting all students, including unduplicated pupils. 3. Improved Academic Outcomes How: Consistent and comprehensive curricula can lead to improved academic outcomes by providing a solid foundation for learning. Why: A District wide approach ensures that every teacher and student benefits from improved instructional practices and academic support, leading to overall enhanced learning outcomes. 4. Support for Teachers How: eachers receive up-to-date resources and training, enabling them to deliver effective and engaging instruction tailored to the needs of diverse student populations. Why: A District wide approach ensures that every teacher and student benefits from improved instructional practices and academic support, leading to overall enhanced learning outcomes.	stand aligned instructional materials. 100% Priority 2a: Local Performance Indicator. Self Reflection Tool: Rating on progress implementing state board adopted academic content and performance standards. 5 – Full Implementation and Sustainability. Priority 2b: Local Performance Indicator Self-Reflection Tool: Rating on EL access to CCSS and ELD standards. ELD: 4 – Full Implementation

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
1.4	**Action:** Teacher Induction Program **Need:** Providing professional development for new teachers is critical for ensuring high-quality instruction and meeting credentialing requirements. It equips teachers with the skills and knowledge needed to address the diverse needs of Low-Income students, Homeless Youth, Foster Youth, English Language students (ELs) and Students with Disabilities, fostering an inclusive, equitable, and supportive educational environment. A supportive educational environment enhances student engagement, achievement, and overall well-being, contributing to the success of all students. **Scope:** LEA-wide	1. Ensuring High-Quality Instruction How: Professional development equips new teachers with effective instructional strategies tailored to diverse student needs. This includes differentiated instruction, culturally responsive teaching, and strategies specifically designed for ELs and students with disabilities. Why: Continuous professional development keeps teachers informed about the latest educational research, teaching methodologies, and technological tools, ensuring they can provide high-quality instruction to all students. 2. Meeting Credentialing Requirements How: Professional development helps new teachers meet state credentialing requirements, ensuring they are fully qualified to teach in accordance with state standards and regulations. Why: Credentialing often includes specific training in areas such as special education, language acquisition, and trauma-informed practices, which are crucial for addressing the needs of unduplicated pupils. 3. Addressing Diverse Learning Needs How: Professional development provides new teachers with insights into the specific challenges faced by Low-Income students, Homeless Youth, Foster Youth, ELs, and Students with Disabilities. Why: This understanding enables teachers to create supportive and effective learning environments and training in inclusive practices ensures that new teachers are prepared to accommodate and support students with disabilities, making the classroom more accessible and equitable. 4. Building a Supportive School Environment	Priority 1c: CALPADS: Percentage of teachers fully credentialed and appropriately assigned.

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
		How: Professional development fosters a culture of collaboration among teachers, helping new teachers build support networks and share best practices for addressing the needs of unduplicated pupils. Why: A coordinated approach ensures that vulnerable populations receive consistent and comprehensive support services. 5. Supporting Equity and Access How: Professional development focuses on equity, ensuring that new teachers are committed to providing equitable instruction and addressing systemic barriers that affect unduplicated pupils. Why: Teachers learn to effectively utilize resources, such as community partnerships & specialized programs, to support the unique needs of Low-Income students, Homeless Youth, Foster Youth, ELs, & Students with Disabilities.	
2.2	**Action:** Professional Development **Need:** Low-Income Students, English Learners (ELs), Homeless Students, Youth, and Students with Disabilities. Students face academic challenges due to various factors such as limited access to resources, language barriers, and unstable living situations. These students often require tailored instructional strategies, culturally responsive teaching practices, and support services to meet or exceed academic standards. **Scope:**	1. Trauma-Informed Practices: How: Equiping teachers and staff with knowledge about the impacts of trauma, which is particularly relevant for unduplicated pupils who may experience higher rates of trauma due to socioeconomic challenges, instability, or adverse experiences and helping in developing strategies to create safe, supportive classroom environments that acknowledge and address the emotional needs of unduplicated students, fostering a sense of security and belonging. Why: Ensuring all teachers and staff across the District receive the same high-quality training, leading to consistent application of practices and equitable support for all students, including unduplicated pupils and guarantees that unduplicated pupils, regardless of which	Priority 1c: CALPADS. percentage of teachers fully credentialed and appropriately assigned. 83.3%

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
	LEA-wide	classroom or school they attend, have access to teachers who are well-equipped to meet their unique needs. 2. Social Emotional Learning (SEL) How: Providing educators with tools to teach social-emotional skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are critical for the well-being and success of unduplicated pupils and building resilience and coping strategies in unduplicated pupils, helping them to navigate personal and academic challenges more effectively. Why: Allowing for the pooling of resources to provide comprehensive professional development programs that might be cost-prohibitive if implemented on a smaller scale and fostering a collaborative learning environment among educators, enabling the sharing of best practices and collective problem-solving. 3. Academic Interventions and Supports: How: Training teachers on differentiated instruction techniques and effective intervention strategies to meet the diverse academic needs of unduplicated pupils, ensuring they receive the support needed to succeed and enhancing the teachers' ability to use data to identify students' academic needs, monitor progress, and adjust instruction accordingly, ensuring that interventions are timely and effective. Why: Addressing the needs of unduplicated pupils through a systemic approach that includes trauma-informed practices, SEL, academic interventions, and technology integration, leading to a more supportive and effective educational environment and promoting long-term, sustainable	

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
		improvements in teaching practices and student outcomes by embedding these strategies into the fabric of the entire District. 4. Technology Integration: How: Preparing teachers to integrate technology into the classroom, enhancing digital literacy skills which are essential for unduplicated pupils who may have limited access to technology outside of school and equiping educators with the skills to use digital tools and resources to create engaging, interactive learning experiences that can motivate and support unduplicated pupils. Why: Ensuring that the District meets federal and state requirements for professional development and support for unduplicated pupils and promoting long-term, sustainable improvements in teaching practices and student outcomes by embedding these strategies into the fabric of the District. Providing professional development for teachers and staff in trauma-informed practices, social-emotional learning, academic interventions and supports, and technology integration on the District wide basis directly addresses the needs of unduplicated pupils by ensuring they receive consistent, high-quality education and support. This approach promotes equity, resource efficiency, systemic improvement, compliance, and accountability ultimately fostering an educational environment where all students, especially those who are most vulnerable, can thrive.	
2.3	**Action:** IXL Licensing	1. Targeted Instructional Support How: Summative assessments conducted twice a year help in identifying significant learning gaps	Priority 8: IXL academic assessment reports

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: Low-Income Students, English Learners (ELs), Homeless Students, Foster Youth and Students with Disabilities. Students may face academic challenges due to various factors such as limited access to resources, language barriers, and unstable living situations. These students often require personalized learning opportunities, targeted interventions, and access to high-quality instructional materials to support their diverse learning needs and improve academic outcomes. **Scope:** LEA-wide	and overall student achievement levels, providing a clear picture of where unduplicated pupils stand academically and formative assessments every nine weeks allow for continuous monitoring of student progress, enabling timely identification of academic challenges and strengths among unduplicated pupils. Why: Ensuring that all students, including unduplicated pupils, are assessed using the same tools and at the same intervals promotes consistency and fairness in measuring academic progress across the District and a District wide approach ensures that every student has access to the same level of academic monitoring and support, addressing systemic inequities that unduplicated pupils might face. 2. Personalized Learning Plans How: Data-driven decisions from both types of assessments inform personalized learning plans tailored to the specific needs of unduplicated pupils, ensuring they receive the appropriate support and interventions and differentiated instructions allows teachers to use real-time data and provide targeted support that addresses the unique needs of low-income students, English learners, and foster youth. Why: Implementing assessments on a larger scale allows for the use of centralized data systems to collect, analyze, and report data efficiently, making it easier to identify trends and needs across different student groups and the time for early release enables teachers to use assessment data effectively, ensuring consistent application of best practices across the District. 3. Closing Achievement Gaps	Percentage of students in each grade level meeting or exceeding standards in ELA and Math. Spring 2024 IXL Reading TK 100% K 60% 1st 75% 2nd 37% 3rd 36% 4th 20% 5th 21% 6th 15% 7th 26% 8th 25% 9th 24% 10th 39% 11th 3% 12th 3% Spring 2024 IXL Math TK 84% K 34% 1st 25% 2nd 32% 3rd 36% 4th 7% 5th 14% 6th 15% 7th 13% 8th 3% 9th 3% 10th 3% 11th 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
		How: Regular assessment cycles enable early identification of students who are falling behind, allowing for prompt intervention to prevent small issues from becoming significant barriers to learning and continuous assessment helps in tracking the progress of unduplicated pupils over time, ensuring that interventions are effective and adjusting strategies as needed to close achievement gaps. Why: Aggregated data from summative and formative assessments provide insights into overall school and district performance, highlighting areas for systemic improvement and informing broader educational strategies and shared accountability promotes a culture of shared accountability among educators, administration, and educational partners, ensuring that everyone is committed to improving outcomes for unduplicated pupils. 4. Engagement and Motivation: How: Helping students and teachers set realistic academic goals based on assessment data, which can motivate unduplicated pupils by providing clear, achievable targets and involving students in the assessment process can increase their engagement and ownership of their learning, particularly important for those who might feel marginalized or disconnected from the school environment. Why: Informing parents, guardians, and educational partners about student progress and areas of need, encouraging their involvement and support in addressing academic challenges and facilitating new partnerships with external organizations that can provide additional	12th 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
		resources and support based on the identified needs of unduplicated pupils. Utilizing summative assessments twice per year and formative assessments every nine weeks to measure student academic progress and using the data to address student academic needs is a strategic approach to supporting unduplicated pupils. This method ensures targeted instructional support, personalized learning plans, early intervention, progress tracking, and increased student engagement. Providing these assessments on an LEA-wide or schoolwide basis promotes consistency, equity, resource efficiency, holistic improvement, compliance, accountability, and community engagement. This comprehensive approach ensures that the academic needs of unduplicated pupils are systematically and effectively addressed, leading to improved educational outcomes for all students.	
2.4	**Action:** Technolgy Aide **Need:** Low-Income Students, Homeless Students, Foster Youth Students, Students with Disabilities, and English Learners (ELs) often face disparities in accessing technology resources due to financial constraints, unstable living situations, lack of specialized support, and language barriers. These students may require additional assistance and resources to effectively utilize technology for learning and academic success. **Scope:**	1. Access to Technology How: Ensuring that unduplicated pupils have reliable access to necessary technology, such as laptops, tablets, and internet connectivity, which they might lack at home and providing immediate technical support to resolve any issues with devices or software, minimizing downtime and ensuring continuous learning. Why: Ensuring that all students across the District have equal access to the technology aide's support, promoting consistency and fairness in technology use and integration and providing a consistent level of technical support and training for both students and staff, ensuring that no one is disadvantaged due to a lack of resources or knowledge.	Priority 1b: Williams Report. Percentage of students with access to stand aligned instructional materials. 82% Priority 7b: Intervention Services log sheets.Percentage of students having access to and enrolled in programs and services developed and provided to low income, foster youth, and English learners. 100% Priority 7c: Intervention Services log sheets.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	2. Digital Literacy How: Offering training sessions and ongoing support to help unduplicated pupils develop essential digital skills, which are crucial for academic success and future opportunities and assisting students in effectively using educational software, online resources, and digital tools to enhance their learning experience. Why: Utilizing the expertise of a dedicated technology aide to support multiple classrooms and teachers, making efficient use of resources and avoiding duplication of efforts and employing one technology aide to serve the entire District is more cost-effective than having multiple aides, allowing funds to be allocated to other critical areas. 3.Enhanced Learning Opportunities: How: Supporting teachers in integrating technology into their lesson plans, making learning more interactive and engaging for unduplicated pupils and facilitating the use of online learning platforms, which provide additional academic support and enrichment opportunities for unduplicated pupils. Why: Supporting teachers in effectively integrating technology into their instruction, enhancing overall teaching practices and improving student learning outcomes and providing a comprehensive support system that addresses both student and teacher needs, leading to a more tech-savvy and efficient educational environment. 4. Equity and Inclusion: How: Ensuring all students, regardless of their socio-economic background, have equal access to technology and the support needed to use it effectively and helping to bridge the digital divide	Percentage of students having access to and enrolled in programs and services developed and provided to students with disabilities. 100%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		by providing unduplicated pupils with the same technological tools and support as their peers. Why: Helping ensure that the District meets state and federal requirements for technology use in education, including those outlined in digital learning plans and technology grants and facilitating the monitoring and reporting of technology use and its impact on student learning, ensuring accountability and continuous improvement. Maintaining a technology aide position to support students and staff addresses the needs of unduplicated pupils by ensuring access to technology, enhancing digital literacy, providing equitable learning opportunities, and offering consistent technical support. Providing this position on a District basis promotes consistency and equity, resource efficiency, systemic improvement, compliance, accountability, and community engagement. This approach ensures that unduplicated pupils receive the technological support they need to succeed academically, while also enhancing the overall educational environment for all students.	
2.5	**Action:** Weekly PD/PLC **Need:** Low-Income Students, Homeless Students, Foster Youth Students, Students with Disabilities, and English Language Learners (ELLs) may face academic challenges stemming from various factors such as limited access to resources, unstable living situations,	1. Data-Driven Instruction: How: Regular reviewing of student performance data helps in identifying specific learning gaps among unduplicated pupils and targeted interventions enables teachers to plan and implement tailored to the academic needs of unduplicated pupils, addressing their unique challenges effectively. Why: Ensuring that all teachers across the District are consistently implementing data-driven	Priority 4a: CAASPP ELA Percentage of students meeting or exceeding standards. 2023 CAASPP ELA 3rd 36.36% 4th 12.50% 5th 54.54% 6th 69.23% 7th 30.77%

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
	learning disabilities, and language barriers. These students require educators who are equipped with the knowledge, skills, and strategies to address their diverse needs effectively and support their academic growth and success. **Scope:** LEA-wide	instructional strategies and interventions aimed at closing achievement gaps and providing unduplicated pupils with consistent support and opportunities for academic success, regardless of which classroom they attend. 2. Vertical Alignment: How: Ensuring the curriculum and instructional strategies are aligned across grade levels, providing a coherent and continuous learning experience for unduplicated pupils and facilitating smoother transitions for students as they move from one grade to the next, ensuring that prior knowledge and skills are built upon systematically. Why: Facilitating centralized professional development, making efficient use of resources and ensuring that all staff receive the same high-quality training and promoting coordinated efforts to address achievement gaps, maximizing the impact of interventions and resources. 3. Collaborative Problem Solving: How: Provides a platform for teachers to share successful strategies and resources that have proven effective in supporting unduplicated pupils and leveraging the collective expertise of educators to develop innovative solutions and strategies to close achievement gaps. Why: Addressing the needs of unduplicated pupils through a systemic approach that includes regular data review, professional development, and vertical alignment and promoting long-term, sustainable improvements in teaching practices and student outcomes by embedding these practices into the fabric of the entire District. 4. Professional Development: How: Ensuring teachers receive continuous professional development focused on best	8th 47.05% 11th 72.73% Priority 4a CAASPP Math Percentage of students meeting or exceeding standards. 2023 CAASPP Math 3rd 18.18% 4th 18.75% 5th 45.45% 6th 46.15% 7th 23.07% 8th 17.64% 11th 18.18% 2023 CAST (Science) 5th 18.18% 8th 41.18% 11th 36.36% Priority 4e: Dataquest percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California. 100% Priority 4f: Dataquest: English learner reclassification rate. 0% Priority 7b: Intervention Services log sheets. Percentage of students having access to and

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
		practices for data analysis, differentiation, and addressing the needs of unduplicated pupils and enhancing teachers' skills in using data to inform instruction, differentiate lessons, and implement evidence-based interventions. Why: Ensuring compliance with federal and state mandates to provide equitable educational opportunities and improve academic outcomes for all student groups, including unduplicated pupils and facilitating regular monitoring and evaluation of instructional strategies and interventions to ensure they are effective in closing achievement gaps. Holding biweekly PLC/PD (Professional Learning Community/ Professional Development) meetings to review data and plan for vertical alignment addresses the needs of unduplicated pupils by ensuring data-driven instruction, vertical alignment of the curriculum, collaborative problem solving, and ongoing professional development. Providing this on an District wide basis promotes consistency and equity, resource efficiency, systemic improvement, compliance, accountability, and community engagement. This comprehensive approach ensures that unduplicated pupils receive the targeted support and interventions they need to succeed academically, leading to improved educational outcomes for all students.	enrolled in programs and services developed and provided to low income, foster youth, and English learners. 100% Priority 7c: Intervention Services log sheets. Percentage of students having access to and enrolled in programs and services developed and provided to students with disabilities. 100%
2.8	**Action:** Additional Certificated Teacher **Need:** Low-Income Students, Homeless Students, Foster Youth Students, Students with	1. Individualized Instruction How: Smaller class sizes allow for more personalized attention with a reduced student-teacher ratio and instruction, which is crucial for addressing the diverse learning needs of EL (English Learners), Foster Youth, and Low-Income	Priority 4a: CAASPP ELA. Percentage of students meeting or exceeding standards. Priority 4a CAASPP Math. Percentage of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disabilities, and English Learners (ELs) may face academic challenges due to various factors such as limited access to resources, unstable living situations, learning disabilities, language barriers, and lack of individualized support. These students require additional instructional support and personalized attention to help them meet grade-level expectations and improve academic outcomes. **Scope:** LEA-wide	students and enable the teacher to provide targeted academic support, differentiation, and remediation strategies tailored to the specific needs of unduplicated pupils, facilitating their academic progress. Why: Uniform Opportunity: Ensures that unduplicated pupils across the District has access to smaller class sizes and promotes equitable distribution of resources and support, addressing disparities in educational opportunities and outcomes among student subgroups. 2. Enhanced Learning Environment How: Smaller classes foster a supportive and engaging learning environment where students feel more comfortable participating and taking academic risks and the teacher is able to facilitate more meaningful interactions between teachers and unduplicated pupils, promoting deeper understanding of content and fostering positive relationships. Why: Allocates resources efficiently by hiring one teacher to reduce class sizes across grade levels, maximizing the impact on student learning and optimal use of resources. 3. Cultural and Linguistic Support How: Allowing teachers to accommodate the cultural and linguistic backgrounds of EL students, providing instruction that respects and integrates their diverse perspectives and experiences and creates a classroom climate that values diversity and promotes inclusivity, enhancing the sense of belonging for unduplicated pupils within the school community. Why: Integrates smaller class sizes as part of a broader strategy to improve educational outcomes and support student achievement across the	meeting or exceeding standards Priority 4e: Dataquest percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California. Priority 4f: Dataquest: English learner reclassification rate. Priority 7b: Intervention Services log sheets.Percentage of students having access to and enrolled in programs and services developed and provided to low income, foster youth, and English learners. Priority 7c: Intervention Services log sheets. Percentage of students having access to and enrolled in programs and services developed and provided to students with disabilities. Priority 8: IXL academic assessment reports Percentage of students in each grade level meeting or exceeding standards in ELA and Math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		District and ensures consistent implementation of effective teaching practices and support strategies that benefit unduplicated pupils, promoting continuity and coherence in educational interventions. 4. Closing Achievement Gaps: How: Supporting targeted interventions and instructional strategies aimed at closing achievement gaps among EL, Foster Youth, and Low-Income students and enabling ongoing assessment and monitoring of student progress, allowing for timely adjustments to teaching approaches and academic support. Why: Aligning with educational standards and mandates to provide adequate support for EL, Foster Youth, and Low-Income students, ensuring compliance with regulatory requirements facilitates ongoing evaluation and reporting on the impact of smaller class sizes on student achievement and progress, promoting transparency and accountability. Recruiting and hiring a teacher to allow for smaller class sizes at the District directly addresses the needs of unduplicated pupils by providing individualized instruction, enhancing the learning environment, supporting cultural and linguistic diversity, and closing achievement gaps. Providing this opportunity on schoolwide basis ensures equity, optimal resource allocation, systemic improvement, compliance with educational standards, and community engagement. This approach not only improves academic outcomes for EL, Foster Youth, and Low-Income students but also contributes to a more inclusive and	

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
		supportive educational environment that benefits all students within the school community.	
3.1	**Action:** Attendance Celebration and Targeted Reward System **Need:** Low-Income Students, Homeless Students, Foster Youth Students, Students with Disabilities, and English Language Learners (ELLs) may face barriers to consistent attendance due to various factors such as transportation challenges, health issues, family responsibilities, and lack of engagement with school. Chronic absenteeism can significantly impact academic achievement and student success, making it crucial to address attendance barriers for unduplicated student groups. **Scope:** LEA-wide	1. Improved Academic Engagement How: Establishes a culture that values regular attendance, motivating unduplicated pupils to attend school regularly through recognition programs, incentives, and challenges and encourages active participation in classroom activities, leading to enhanced academic engagement and performance among unduplicated pupils. Why: Ensures all unduplicated pupils across the District have access to the benefits of a District-wide attendance plan, promoting equity in educational opportunities and outcomes and establishes consistent expectations and practices for attendance management, regardless of individual classroom or grade level, fostering fairness and inclusivity. 2. Supporting Academic Success How: Promotes consistent attendance as a key factor in academic success, ensuring that unduplicated pupils have regular access ensuring that unduplicated pupils have regular accessto instruction and learning opportunities and addresses Absenteeism as a barrier to learning, thereby supporting efforts to close achievement gaps among student subgroups. Why: Systemic Impact-Implements a holistic approach to addressing attendance and suspension issues, involving all educational partners in promoting and monitoring attendance among unduplicated pupils and ensures uniform implementation of attendance initiatives and interventions that are effective for all student	Priority 5a SchoolWise SIS. School attendance rate. 91.2% Priority 5b CALPADS middle school drop out rate. 0% Priority 5c High School Drop Out Rate. 18.2% Priority 6a: SchoolWise SIS. Suspension rate. 10.2% Priority 6a High School graduation rate. 81.8% Priority 6b CALPADS: Chronic Absenteeism Rates. 40.2%

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
		subgroups, promoting systemic improvement in attendance rates. 3. Building Positive Habits: How: Teaches unduplicated pupils the importance of responsibility and commitment to their education, laying the foundation for lifelong attendance habits and academic achievement and contributes to a positive school climate where students feel valued and supported, fostering a sense of belonging among unduplicated pupils. Why: Allocates resources effectively to support the implementation of a District-wide attendance action, including staff time, incentives, and recognition programs, maximizing the impact on student attendance and provides a cost-effective solution by pooling resources and coordinating efforts across the entire District, rather than implementing disparate attendance strategies in individual classrooms. 4. Community and Family Engagement: How: Encourages parental involvement in promoting regular attendance habits and supporting school initiatives aimed at improving attendance rates among unduplicated pupils and strengthens partnerships with community organizations and stakeholders to reinforce the message of attendance importance and provide additional support as needed. Why: Monitoring and Evaluation: Utilizes attendance data to track progress, identify trends, and make data-informed decisions to continuously improve attendance rates among unduplicated pupils. Implementing a District wide attendance plan with targeted reward systems addresses the specific	

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		needs of unduplicated pupils by promoting regular attendance, enhancing academic engagement, cultivating positive habits, and fostering community involvement. Providing this initiative on a District wide basis ensures equity, systemic impact, resource efficiency, data-driven decision making, and community engagement. This comprehensive approach not only supports unduplicated pupils in achieving academic success but also contributes to a positive school culture where attendance is valued and celebrated as a critical component of educational excellence.	
3.3	**Action:** Community Events **Need:** Monthly community events for families of Low-Income students, Homeless Youth, Foster Youth, ELs, and Students with Disabilities are essential for increasing parental involvement and engagement. These events help address barriers to involvement, provide crucial resources and support, foster a sense of community, support social-emotional development, and enhance communication between schools and families. By focusing on the unique needs of these families, the District can create a more inclusive and supportive environment that fosters student academic achievement and overall success. **Scope:** LEA-wide	1. Promoting Parental Engagement: How: Targeted Outreach: Community events specifically aim to increase involvement among families of English Learners, Foster Youth, and Low-Income students, recognizing the importance of parental support in academic achievement and provides opportunities for parents/guardians to connect with school staff, fostering collaborative relationships that support student success and well-being. Why: Ensuring all families of unduplicated pupils across the District have access to community events that promote parental involvement and engagement, regardless of background or socioeconomic status and addresses specific needs and challenges faced by families of English Learners, Foster Youth, and Low-Income students through tailored outreach and support initiatives. 2. Supporting Academic Achievement: How: Engaging parents/guardians in understanding and supporting their child's educational journey, including academic progress,	Priority 3A Local Performance Indicator Self Reflection Tool Parent Engagement Rating of Westwood USD's progress in developing the capacity of staff to build trusting and respectful relationships with families. Priority 3D: Local Performance Indicator Self Reflection Tool Parent Engagement Rating on Westwood USD progress in creating welcoming environments for all families in the community. Priority 3E:

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		homework assistance, and involvement in school activities and creating a supportive environment where families feel valued and empowered to contribute to their child's academic growth and development. Why: Implementing a systematic approach to enhancing parental involvement and supporting student achievement through regular community events, fostering a culture of collaboration and shared responsibility and establishing a regular schedule of events that provides continuity and predictability, encouraging sustained participation and support from families across the school district. 3. Addressing Barriers to Engagement: How: Tailoring community events to accommodate the cultural and linguistic diversity of English Learner families, ensuring inclusivity and effective communication and offering resources and information that address the unique needs and challenges faced by families of Foster Youth and Low-Income students, promoting equity and accessibility. Why: Utilizing existing school and community resources to organize and host monthly events, maximizing the impact of parental involvement initiatives without significant additional costs and promoting efficient allocation of resources by leveraging community partnerships and volunteer support to enhance the quality and accessibility of family engagement opportunities. 4. Encouraging Positive School-Home Relationships: How: Bridging the gap between home and school environments, encouraging open communication and collaboration to support student achievement	Local Performance Indicator Self Reflection Tool Parent Engagement Rating on Westwood USD promotion of parent participation in programs for students with disabilities with opportunities to provide input on policies and programs.

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		and well-being and establishing trust and mutual respect between families and school staff, fostering a supportive network that enhances educational outcomes for unduplicated pupils. Why: Using feedback from families and school staff to assess the effectiveness of community events in increasing parental involvement and supporting student academic achievement and adapting and refining event programming based on data and insights gathered, ensuring that activities meet the evolving needs and preferences of unduplicated pupils and their families. Hosting monthly community events to foster parental involvement specifically targets the needs of unduplicated pupils, including English Learners, Foster Youth, and Low-Income students. Providing these opportunities on an District wide basis ensures equity, promotes systemic support, utilizes resources efficiently, and enhances community collaboration. This approach not only strengthens school-home partnerships but also empowers families to actively participate in their child's education, ultimately contributing to improved academic achievement and holistic development for unduplicated pupils across the school district.	
3.4	**Action:** SchoolWise School to Home Communication **Need:** Fosters parent/guardian engagement of Low-Income students, Homeless Youth, Foster	1. Timely Information Access: How: Utilizing SchoolWise ensures that parents/guardians receive timely updates on their child's academic progress, including grades and attendance records. Why: This promotes transparency and allows for proactive parental involvement in monitoring student performances and facilitates regular	Priority 3B: Local Performance Indicator Self Reflection Tool Seeking Input for Decision Making: Rate Westwood USD's progress in implementing policies or programs for

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
	Youth, ELs, and Students with Disabilities and improves student attendance. This system supports a collaborative effort between parents, students, and schools to ensure that all students receive the support they need to succeed academically. **Scope:** LEA-wide	communication between teachers and parents, fostering a supportive partnership that encourages parental engagement in the educational process of unduplicated pupils. 2. Support for Student Attendance: How: Enabling educators to track student attendance and promptly notify parents/guardians of any concerns, facilitating early intervention strategies to improve attendance among unduplicated pupils and focusing efforts on addressing attendance challenges among English Learners, Foster Youth, and Low-Income students, aiming to reduce absenteeism and enhance overall school participation. Why: Ensuring all families of unduplicated pupils across the District have equal access to automated academic information through SchoolWise, promoting equity in parental engagement and support and establishing standardized procedures for updating grades and communicating with parents/guardians, ensuring fairness and transparency in academic reporting across the school district. 3. Bridging Achievement Gaps: How: Providing educators with data and analytics to identify academic trends and achievement gaps among unduplicated pupils and empowering teachers to implement personalized academic interventions and support strategies, addressing the unique needs and challenges of EL, Foster Youth, and Low-Income students to bridge achievement gaps effectively. Why: Embeding SchoolWise into the educational framework of the District, facilitating seamless integration with existing systems and processes to enhance efficiency and effectiveness and	teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Priority 3C: Local Performance Indicator Self Reflection Tool Parent Engagement Rating on Westwood USD's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Priority 3E: Local Performance Indicator Self Reflection Tool Parent Engagement Rating on Westwood USD promotion of parent participation in programs for students with disabilities with opportunities to provide input on policies and programs.

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		supporting a holistic approach to student success by aligning automated information updates with broader initiatives aimed at improving attendance, bridging achievement gaps, and fostering parental involvement. 4. Parental Engagement and Empowerment: How: Equiping parents/guardians with accurate and up-to-date information to actively participate in their child's educational journey, making informed decisions regarding academic support and involvement and strengthening trust between school and home by providing transparent communication channels and opportunities for meaningful engagement, fostering a shared commitment to student success. Why: Employing data analytics from SchoolWise to monitor trends in attendance, academic performance, and parental engagement, enabling educators to make informed decisions and implement targeted interventions and utilizing feedback and insights gathered through automated information systems to continuously refine strategies and practices, ensuring ongoing improvement in educational outcomes for unduplicated pupils. Contracting with SchoolWise for automated information updates addresses the specific needs of unduplicated pupils by promoting parental engagement, monitoring student attendance, and bridging achievement gaps among English Learners, Foster Youth, and Low-Income students. Providing this service on an District wide basis ensures equity, systemic integration, resource optimization, data-driven decision making, and community engagement. This action not only	

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		enhances communication between school and home but also empowers parents/guardians to play an active role in supporting their child's educational journey, ultimately contributing to improved academic outcomes and student success across the school district.	
3.5	**Action:** Positive Behavior Intervention and Supports **Need:** Increasing Tier II/III supports for chronically absent or truant students and reduce suspension rates of Low-Income students. These measures help address chronic absenteeism and decrease suspension rates. By ensuring that families are informed, engaged, and supported, schools can create a more inclusive and effective educational environment that promotes regular attendance and academic success for these Low Income students. **Scope:** LEA-wide	1. Targeted Support for Attendance Issues How: Focusing on Low Income students who are chronically absent or truant, addressing the specific barriers and challenges they face related to attendance and implementing Tier II and III supports, which may include personalized interventions, counseling, mentoring, and family engagement activities tailored to the needs of unduplicated pupils. Why: Ensuring Low Income students across the District have equitable access to Tier II/III supports and enhanced communication strategies, regardless of their specific circumstances or backgrounds. and promoting fairness by applying standardized practices and implementing procedures for addressing attendance issues and providing support services across all school sites within the district. 2. Targeted Support to Reduce Suspension rates How: Early Intervention and Personalized Support forTier II Supports: These include small group interventions, such as mentoring programs where students receive targeted support to address specific barriers to attendance. Early intervention helps identify and address the underlying issues causing truancy, such as family challenges, transportation issues, or mental health concerns. Tier III Supports: These involve intensive,	Priority 6a: SchoolWise SIS. Suspension rate. 10.2% Priority 5a SchoolWise SIS. School attendance rate. 91.2% Priority 6b CALPADS: Chronic Absenteeism Rates. 40.2%

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
		individualized interventions, such as one-on-one counseling, wraparound services, and coordination with community resources. By providing personalized support, the District can address the root causes of absenteeism, which often correlate with behavior issues leading to suspensions. Increasing Tier II/III supports for chronically absent/truant Low Income students and reducing the suspension rate for Low Income students and enhancing school site staffing to improve communication and collaboration address the specific needs of these pupils effectively. Providing these actions on an District wide basis ensures equity, promotes systemic integration, optimizes resource allocation, facilitates data-driven decision making, and enhances community engagement. This comprehensive approach not only aims to improve attendance and academic outcomes but also fosters a supportive environment where unduplicated pupils receive the necessary support to succeed academically and thrive within the school community.	
3.6	**Action:** Counseling Services **Need:** Contracting counseling supports and services to enhance student social-emotional well-being is a critical action designed to address the specific needs of various vulnerable student populations, including low-income students, homeless students, foster youth, students with disabilities, and English	1. Addressing Social-Emotional Needs: How: Provides specialized counseling services to address the unique social-emotional challenges faced by unduplicated pupils, including English Learners, Foster Youth, and Low-Income students and ensures that unduplicated pupils have access to mental health support, which is essential for their overall well-being and academic success. Why: Ensures that all unduplicated pupils across the District have equitable access to counseling services, promoting inclusivity and fairness in addressing social-emotional needs and provides	Priority 5a SchoolWise SIS. School attendance rate. 90% Priority 5b CALPADS middle school drop out rate. 0% Priority 5c High School Drop Out Rate. 17.4% Priority 6a: SchoolWise SIS. Suspension rate. 7.2%

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
	Language students (ELs) and reduce suspension rates. **Scope:** LEA-wide	consistent access to mental health resources and support services across all schools within the district, ensuring no student is left behind. 2. Improving Academic Performance: How: Addresses the direct impact of social-emotional well-being on academic performance. Students who receive adequate emotional support are more likely to engage in learning and perform better academically and offers early intervention to mitigate issues such as anxiety, depression, and trauma, which can hinder academic progress, thereby supporting unduplicated pupils in overcoming barriers to success. Why: Embeds counseling services into the broader framework of student support services, ensuring a holistic approach to student well-being and success and encourages collaboration among school staff, counselors, and community organizations to create a coordinated support system for unduplicated pupils. 3. Creating a Safe and Supportive Environment: How: Provides a safe space for unduplicated pupils to express their feelings and concerns, fostering a sense of security and belonging within the school environment and builds trusting relationships between students and counselors, encouraging open communication and a supportive school climate. Why: Utilizes contracted counseling services to maximize the reach and effectiveness of mental health support without overburdening school staff and represents a cost-effective way to provide specialized mental health services by leveraging external expertise and resources. 4. Family and Community Engagement:	Priority 6a High School graduation rate. 82.6% Priority 6b CALPADS: Chronic Absenteeism Rates. 38.4%

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
		How: Engages families in the counseling process, helping parents/guardians understand and support their child's social-emotional needs and connects unduplicated pupils and their families with community resources and services that can offer additional support beyond the school setting. Why: Uses data to monitor the effectiveness of counseling services and make informed decisions about improving and expanding support for unduplicated pupils and gathers feedback from students, parents, and staff to refine counseling services and ensure they meet the evolving needs of unduplicated pupils. Strengthens partnerships with mental health providers and community organizations, fostering a collaborative effort to support student well-being and involves parents, guardians, and community members in understanding and supporting the mental health initiatives provided by the school, enhancing overall community engagement. Contracting counseling supports and services to support student social-emotional well-being specifically addresses the needs of unduplicated pupils by providing targeted mental health interventions, improving academic performance, reducing suspension rates, and creating a safe and supportive environment. Offering these services on a District wide basis ensures equity, promotes a systemic and integrated approach, optimizes resource use, facilitates data-driven improvement, and enhances community engagement. This comprehensive strategy not only supports the social-emotional well-being of unduplicated pupils but also contributes to their	

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
		overall academic success and well-being. within the school community.	
3.7	**Action:** Transportation **Need:** Low-Income Students, Homeless Students, Foster Youth Students, Students with Disabilities, and English Language Learners (ELLs) may face barriers to consistent attendance due to transportation challenges, lack of engagement with school, socio-economic factors, health issues, and family responsibilities. Chronic absenteeism can have detrimental effects on academic achievement, making it essential to address attendance barriers for unduplicated student groups. **Scope:** LEA-wide	1. Addressing Transportation Barriers How: Focuses on providing reliable transportation to low-income students who face significant barriers in accessing school due to a lack of transportation and ensures students who are frequently absent due to transportation issues can attend school regularly, thereby addressing a key factor contributing to chronic absenteeism. Why: Ensures all low-income students across the District have access to transportation services, promoting equity and inclusivity in addressing attendance barriers and provides a standardized approach to transportation services, ensuring that all eligible students benefit from reliable transportation regardless of their location within the district. 2. Improving Attendance Rates How: Offers a dependable means for students to get to and from school, promoting regular attendance and reducing the likelihood of missed instructional time and by improving attendance rates, low-income students have a better opportunity to engage consistently in their education, which is crucial for academic success and reducing achievement gaps. Why: Integrates transportation services into the broader framework of student support services, ensuring a coordinated approach to reducing absenteeism and supporting student success and addresses transportation needs as part of a comprehensive strategy to support low-income students, encompassing various aspects of their educational experience.	Priority 5a SchoolWise SIS. School attendance rate. 91.2% Priority 6b CALPADS: Chronic Absenteeism Rates. 40.2% Priority 6c: California Healthy Kids Survey Percentage of parents reporting agree/strongly agree that they feel a sense of school connectedness. 38%

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
		3. Enhancing Equity and Access How: Provides all students, regardless of their economic status, with equal access to education by ensuring that transportation is not a barrier to attendance and promotes an inclusive school environment where all students can participate fully in academic and extracurricular activities without transportation-related constraints. Why: Leverages resources effectively by implementing a transportation program that maximizes the use of vehicles and routes to serve the greatest number of students and represents a cost-effective way to address chronic absenteeism by providing a tangible solution to transportation challenges, potentially reducing the need for more costly interventions later. 4. Supporting Family Engagement How: Eases the burden on families who may struggle to provide transportation for their children, allowing parents to focus on other aspects of supporting their child's education and ensures that parents can rely on safe and reliable transportation for their children, enabling them to be more engaged and involved in school activities and meetings. Why: Uses attendance data to assess the impact of the transportation program on reducing chronic absenteeism and improving academic outcomes for low-income students and collects feedback from students, parents, and school staff to continuously improve the transportation services and ensure they meet the needs of unduplicated pupils effectively. Strengthens trust within the community by demonstrating a commitment to addressing the transportation needs of low-income students and supporting their academic success.	

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		Engages community stakeholders, including parents/guardians, and school staff, in implementing and refining the transportation program. Conclusion Providing suburban transportation to low-income students throughout the school year directly addresses the transportation barriers that contribute to high rates of chronic absenteeism. Offering this service on an District wide basis ensures equity, promotes a systemic and integrated approach, optimizes resource use, facilitates data-driven improvement, and enhances community and stakeholder engagement. This initiative not only improves attendance rates and supports academic success for low-income students but also fosters a more inclusive and supportive educational environment where all students have the opportunity to thrive.	

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
2.6	**Action:** ELL Parent Translation Services **Need:** English Language Learners (ELLs):	1. Effective Communication How: Ensuring parents/guardians of English learners who may have limited English proficiency understand their child's academic progress and English Language Proficiency (ELP) development.	Priority 4e: Dataquest percentage of English learner pupils who make progress toward English proficiency as measured

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Language Barriers: ELLs face language barriers that can impede their ability to fully understand academic content, participate in classroom discussions, and communicate effectively with teachers and peers. Limited English Proficiency: They may have limited proficiency in English, which can hinder their access to grade-level curriculum, assessments, and instructional materials, leading to academic gaps and lower achievement levels. **Scope:** Limited to Unduplicated Student Group(s)	Why: Facilitating meaningful conversations between parents, guardians and educators, allowing parents/guardians to fully comprehend assessment results, educational goals, and support strategies and addressing language barriers that may hinder effective communication between schools and families, promoting equity in educational opportunities for unduplicated pupils. 2. Parental Involvement How: Encouraging active participation of parents/guardian in their child's education, which is crucial for the academic success and well-being of unduplicated pupils. Why: Empowering parents/guardians to advocate for their child's educational needs and support them effectively at home and ensuring that all parents, regardless of their language proficiency, have equal access to information about their child's education and can actively participate in decision-making processes. 3. Cultural Sensitivity How: Demonstrating respect for cultural and linguistic diversity within the school community, fostering a welcoming and inclusive environment for unduplicated pupils and their families. Why: Building trust between educators and parents/guardians, enhancing collaboration and partnership in supporting student learning and development. 4. Supporting EL Students: How: Allowing for regular updates on EL student progress toward English Language Proficiency goals, ensuring timely adjustments to instructional practices and support services.	by the English Language Proficiency Assessments for California (ELPAC). 100% Priority 4f Dataquest: English learner reclassification rate. 0%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Why: Ensuring parents/guardians are informed about their child's language acquisition journey and can reinforce language skills at home. Providing translation services for parents/guardians to review student progress on assessments and EL student progress toward English Language Proficiency addresses the specific needs of unduplicated pupils by promoting effective communication, enhancing parental involvement, respecting cultural diversity, and supporting EL students. Offering these services on an District wide ensures equity, systemic support and community engagement. This approach not only empowers parents/guardians to actively participate in their child's education but also strengthens the partnership between schools and families, ultimately contributing to improved educational outcomes for EL students.	
3.2	**Action:** Truancy Program or similar program **Need:** Low-Income Students: Socio-economic Challenges: Low-income students may face challenges related to poverty such as food insecurity, unstable housing, lack of access to healthcare, and limited access to educational resources outside of school. Limited Access to Resources: They may have limited access to technology, educational materials, extracurricular activities, and enrichment programs due to financial constraints.	1. Targeted Intervention for Chronic Absenteeism: How: The partnership with the Lassen County Probation Department enables the monitoring of truancy reports specifically to identify unduplicated pupils, especially those from low-income backgrounds, who are chronically absent and provide timely issuance of truancy letters (first, second, and third) to notify parents/guardians about their child's absenteeism. This proactive approach aims to raise awareness and prompt corrective action to improve attendance among unduplicated pupils. Why: Ensures that all unduplicated pupils across the District receive equitable access to truancy monitoring and intervention services, regardless of individual circumstances or backgrounds and	Priority 5a SchoolWise SIS School attendance Rate- 91.2% Priority 6b CALPADS: Chronic Absenteeism Rates- 40.2%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Homeless Youth: Housing Instability: Homeless youth often lack stable housing, which can result in frequent school changes, interruptions in education, and difficulty in completing homework assignments. Lack of Basic Needs: They may lack access to basic necessities such as food, clothing, and hygiene facilities, which can negatively impact their physical health, emotional well-being, and ability to focus on academics. **Scope:** Limited to Unduplicated Student Group(s)	promotes fairness and consistency in addressing absenteeism issues across the school district, ensuring that all unduplicated pupils benefit from standardized procedures and support. 2. Support for Low-Income Students: How: By focusing on addressing the higher chronic absenteeism rate among low-income students, the initiative targets resources and interventions where they are most needed and helps address barriers such as transportation issues, health concerns, or family circumstances that contribute to absenteeism among unduplicated pupils from low-income households. Why: Implements a systemic approach to tackling chronic absenteeism by leveraging external partnerships and resources, facilitating a coordinated response to attendance challenges and establishes uniform practices for monitoring truancy and issuing notifications, enhancing efficiency and effectiveness in managing attendance across the District. 3. Legal Compliance and Procedural Adherence: How: Ensures compliance with state and local regulations regarding truancy reporting and notification procedures, maintaining a structured and consistent approach to managing attendance issues and reinforces the importance of regular school attendance and adherence to educational requirements, promoting accountability among unduplicated pupils and their families. Why: Contracts with the Probation Department to manage truancy monitoring and notification processes, allowing school staff to focus on educational responsibilities and student support and utilizes existing community resources and expertise to support attendance initiatives,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		minimizing additional costs associated with developing in-house truancy monitoring capabilities. 4. Community Collaboration: How: Collaborating with the Probation Department brings expertise in monitoring and addressing truancy issues, enhancing the effectiveness of interventions aimed at reducing chronic absenteeism among unduplicated pupils and establishes a holistic support system that involves educational partners to address underlying factors contributing to absenteeism, fostering a supportive environment for unduplicated pupils. Why: Uses truancy data to analyze trends, identify patterns, and make informed decisions about targeted interventions to improve attendance among unduplicated pupils and enables ongoing evaluation of the effectiveness of truancy interventions, supporting continuous improvement efforts to enhance attendance rates and educational outcomes. Engages parents/guardians in addressing attendance challenges by providing timely notifications and support services, fostering collaboration between families and school personnel. Strengthens trust and partnership with the community by demonstrating a commitment to supporting unduplicated pupils through proactive attendance monitoring and intervention efforts. Contracting with the Lassen County Probation Department to monitor truancy reports and issue timely letters addresses the specific needs of unduplicated pupils, particularly those from low-income backgrounds, by targeting chronic absenteeism. Providing this service on an District	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		wide basis ensures equity, systemic support, compliance with regulatory standards, and efficient resource allocation. This collaborative approach not only promotes regular school attendance but also enhances community partnerships and supports unduplicated pupils in achieving academic success by addressing barriers to attendance effectively.	
3.8	**Action:** Student Activity Engagement **Need:** Low-Income Students, Homeless Students, Foster Youth Students, Students with Disabilities, and English Language Learners (ELLs) may face barriers to consistent attendance due to various factors such as transportation challenges, health issues, family responsibilities, and lack of engagement with school. Chronic absenteeism and high suspension rates can significantly impact academic achievement and student success, making it crucial to address attendance barriers and suspensions for unduplicated student groups. **Scope:** Limited to Unduplicated Student Group(s)	1. Enhancing Student Engagement How: Encourages unduplicated pupils to participate in a variety of extracurricular activities such as field trips, science camps, and leadership conferences, fostering a sense of involvement and belonging within the school community and provides opportunities for unduplicated pupils to explore interests beyond the traditional classroom setting, increasing motivation and enthusiasm for school. Why: Ensures all unduplicated pupils across the District have equitable access to extracurricular activities, promoting fairness and inclusivity in student engagement initiatives and provides a standardized approach to funding and support for extracurricular activities, ensuring that all eligible students benefit regardless of their specific school or location within the district. 2. Improving Academic and Social Outcomes How: Supports the development of social, emotional, and leadership skills through activities like ASB leadership conferences, which are crucial for overall student growth and success and allocates funding for field trips and science camps which offers experiential learning opportunities that can enhance understanding and retention of academic content, particularly in STEM areas.	Priority 5a SchoolWise SIS School attendance Rate- 91.2% Priority 6a: SchoolWise SIS. Suspension rate. 7.2% Priority 6b CALPADS: Chronic Absenteeism Rates- 40.2% Priority 6c: California Healthy Kids Survey Percentage of parents reporting agree/strongly agree that they feel a sense of school connectedness. 63%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Why: Integrates extracurricular activity support into the broader framework of student services, creating a cohesive strategy that addresses both academic and non-academic needs and facilitates coordination among schools within the District to share resources, best practices, and opportunities for student engagement, enhancing the overall effectiveness of the program. 3. Building a Positive School Climate How: Promotes inclusivity by ensuring that unduplicated pupils have equal access to enriching extracurricular activities, contributing to a positive and welcoming school climate and engages students in school life, fostering a sense of pride and community that can improve overall school morale and student relationships. Why: Optimizes the use of District funds by centralizing the support for extracurricular activities, ensuring that resources are allocated effectively to reach the greatest number of unduplicated pupils expanding the range of activities available to students. 4. Addressing Equity Gaps How: Provides financial and logistical support to ensure that unduplicated pupils, who may face economic barriers, can participate in activities that might otherwise be inaccessible and ensures that all students, regardless of their socio-economic background, have the opportunity to benefit from the educational and developmental advantages of extracurricular activities. Why: Uses data to monitor participation rates, student engagement, and the impact of extracurricular activities on academic and social outcomes, allowing for informed decision-making and continuous improvement. Engages parents,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		community members, and local organizations in supporting and participating in extracurricular activities, fostering a sense of community and shared responsibility for student success. Conclusion Increasing student activity engagement and providing support for field trips, science camps, ASB leadership conferences, and other extracurricular activities directly addresses the needs of unduplicated pupils by enhancing engagement, improving academic and social outcomes, reducing suspension rates, and building a positive school climate. Offering these supports on a District wide basis ensures equity, promotes systemic integration, optimizes resource use, facilitates data-driven improvement, and enhances community and stakeholder engagement. This comprehensive approach not only fosters a more inclusive and supportive educational environment but also contributes to the holistic development and success of all students within the school district.	
3.9	**Action:** Wellness Coach **Need:** Employing a Wellness Coach will enhance student social-emotional well-being is a critical action designed to address the specific needs of various vulnerable student populations, including low-income students, homeless students, foster youth, students with disabilities, and English Language students (ELs) and reduce suspension rates.	1. Addressing Social-Emotional Needs: How: Provides access to Wellness Coach to address the unique social-emotional challenges faced by unduplicated pupils, including English Learners, Foster Youth, and Low-Income students and ensures that unduplicated pupils have access to mental health support, which is essential for their overall well-being and academic success. Why: Ensures that all unduplicated pupils across the District have equitable access to the Wellness coach, promoting inclusivity and fairness in addressing social-emotional needs and provides	Priority 5a SchoolWise SIS. School attendance rate. 91.2% Priority 5b CALPADS middle school drop out rate. 0% Priority 5c High School Drop Out Rate. 18.2% Priority 6a: SchoolWise SIS. Suspension rate. 10.2%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	consistent access to mental health resources and support services across all schools within the district, ensuring no student is left behind. 2. Improving Academic Performance: How: Addresses the direct impact of social-emotional well-being on academic performance. Students who receive adequate emotional support are more likely to engage in learning and perform better academically and offers early intervention to mitigate issues such as anxiety, depression, and trauma, which can hinder academic progress, thereby supporting unduplicated pupils in overcoming barriers to success. Why: The Wellness Coach allows in person contact and support for student and family support services, ensuring a holistic approach to student well-being and success and encourages collaboration among school staff, Wellness Coach, and community organizations to create a coordinated support system for unduplicated pupils. 3. Creating a Safe and Supportive Environment: How: Provides a safe space for unduplicated pupils to express their feelings and concerns, fostering a sense of security and belonging within the school environment and builds trusting relationships between students and counselors, encouraging open communication and a supportive school climate. Why: Utilizes the Wellness Coach to maximize the reach and effectiveness of wellness support without overburdening school staff and represents a cost-effective way to provide specialized wellness services by leveraging external expertise and resources. 4. Family and Community Engagement:	Priority 6a High School graduation rate. 81.8% Priority 6b CALPADS: Chronic Absenteeism Rates. 40.4%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		How: Work with the Community Schools Coordinator to help parents/guardians understand and support their child's social-emotional needs and connects unduplicated pupils and their families with community resources and services that can offer additional support beyond the school setting. Why: Uses data to monitor the effectiveness of wellness services and make informed decisions about improving and expanding support for unduplicated pupils and gathers feedback from students, parents, and staff to refine school wellness services and ensure they meet the evolving needs of unduplicated pupils. Strengthens partnerships with mental health providers and community organizations, fostering a collaborative effort to support student well-being and involves parents, guardians, and community members in understanding and supporting the mental health initiatives provided by the school, enhancing overall community engagement. Employing an in person who delivers wellness supports and services to support student social-emotional well-being specifically addresses the needs of unduplicated pupils by providing targeted wellness interventions, improving academic performance, reducing suspension rates, and creating a safe and supportive environment. Offering these services on a District wide basis ensures equity, promotes a systemic and integrated approach, optimizes resource use, facilitates data-driven improvement, and enhances community engagement. This comprehensive strategy not only supports the social-emotional well-being of unduplicated pupils but also	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		contributes to their overall academic success and well-being. within the school community.	

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.

The methodology to determine the contribution of 2.6, 3.2, 3.8, and 3.9 Actions towards the proportional percentage involved several steps. This was the process:

1. Identifying the Target Student Groups
ELL Parent Translation Services: The focus is on families with limited or non English communication skills.
Truancy Program: This targets chronic absenteeism and poor attendance, focusing on low-income students and homeless youth.
Student Activity Engagement: This ensures equitable access to extracurricular activities for unduplicated students and fostering a sense of involvement.

2. Defining the Metrics
Chronic Absenteeism Rate: 40.2%
Attendance Rate: 91%
Reclassification Rate: 0%

3. Data Collection
Gather data on the attendance rates, chronic absenteeism rates, and reclassification rates.
Collect specific data on the target populations: ELL families, low-income students, and homeless youth.

4. Program Implementation
ELL Parent Translation Services: Implement translation services and track the utilization and feedback from the families served.
Truancy Program: Implement strategies such as attendance monitoring, attendance contracts, parent meetings, and incentives to improve attendance. Monitor attendance records before and after program implementation.
Student Activity Engagement: Ensure that unduplicated students are participating in extracurricular activities, improving school climate, and track their engagement levels.
Wellness Coach: Implement a Wellness program to address the needs of students, staff, and families. Track monthly attendance records. Monitor suspension records and expand alternatives to suspension consequences.

5. Data Analysis

Comparative Analysis: Compare the data before and after the implementation of the actions. This includes analyzing changes in the chronic absenteeism rate, attendance rate, reclassification rate and Healthy Kids Survey results.
Proportional Contribution Analysis: Determine the proportional contribution of each action by analyzing how much each program improved the specific metrics.
For example, if the chronic absenteeism rate decreased significantly after the implementation of the truancy program, it indicates a positive contribution of that program towards improving attendance.
Similarly, improvements in the reclassification rate after the implementation of ELL Parent Translation Services would suggest a positive impact.

6. Determining Proportional Percentage
Calculate the proportional percentage of improvement attributable to each action by comparing the baseline data (before implementation) with the post-implementation data. Evaluate the success or failure of the action based on the three year data.

7. Reporting and Continuous Improvement
Report the findings, highlighting the contributions of each program towards the overall goals.
Use the data to make informed decisions about continuing, scaling, or modifying the programs to maximize their effectiveness.

This methodology ensures a systematic approach to evaluating the impact of specific actions on targeted metrics, helping to allocate resources efficiently and improve educational outcomes for the identified student populations.

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.

The 2025-26 LCAP outlines the strategic use of additional concentration grant add-on funding to enhance educational services for students at school. This funding will be specifically allocated to increase the number of staff providing direct services to students. The plan includes maintaining one additional elementary teacher, one technology aide, and 4.69 paraprofessional aides.

Goal 2, Action 4
Enhance Technological Support
1. Additional Technology Aide
Purpose: Support Digital Learning: The technology aide will assist in integrating technology into the classroom, providing essential support for both students and teachers in using educational technology effectively.
Improve Technological Access: Ensuring that all students, especially those from disadvantaged backgrounds, have access to and can utilize technology for learning.
Responsibilities:
Maintain and troubleshoot technological devices used by students and teachers.
Assist students with using educational software and online resources.

Provide training and support to teachers on integrating technology into their lessons.

Goal 2, Action 7
Provide Additional Classroom Support
2. Additional 4.69 Paraprofessional Aides
Purpose: Enhance Classroom Support: Paraprofessional aides will provide additional classroom support, focusing on personalized assistance for students with the greatest needs.
Support Inclusive Education: They will help implement individualized education programs (IEPs) and support ELs in language acquisition and academic achievement.
Responsibilities:
Work one-on-one or in small groups with students needing extra help, including foster youth, ELs, and low-income students.
Assist with classroom management and create a supportive learning environment.
Support teachers in preparing materials and implementing lesson plans.

Goal 2, Action 8
Improve Student-Teacher Ratios
3. Additional Elementary Teacher
Purpose: Reduce Student-Teacher Ratio: By adding one more elementary teacher, the student-teacher ratio will be reduced, allowing for more individualized attention and differentiated instruction.
Targeted Instruction: This teacher will focus on providing targeted instruction to foster youth, ELs, and low-income students, helping to close the achievement gap.
Responsibilities:
Implement small group instruction tailored to the needs of unduplicated pupils.
Conduct regular assessments to monitor student progress and adjust instructional strategies accordingly.
Collaborate with other teachers, specialists, and parents to support student learning.

The strategic use of additional concentration grant add-on funding to hire 1 additional elementary teacher, 1 additional technology aide, and 4.69 paraprofessional aides will significantly enhance the educational support provided to students at schools with high concentrations of foster youth, ELs, and low-income students. This investment aims to create a more equitable and supportive learning environment, ultimately leading to improved academic outcomes and student success.

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		19.85

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 certificated staff providing direct services to students		4.15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2377564	521518	21.935%	0.000%	21.935%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$521,518.00	$146,276.58	$0.00	$169,415.56	$837,210.14	$327,163.85	$510,046.29

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	Facilities Update	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$34,055.10	$34,055.10				$34,055.10	
1	1.2	Technology	All	No			All Schools	Annual	$0.00	$43,000.00				$43,000.00	$43,000.00	
1	1.3	California State Standards Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.4	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$15,557.44	$12,600.00	$15,557.44			$12,600.00	$28,157.44	
2	2.1	Afterschool Academic Student Supports	All	No			Specific Schools: Fletcher Walker Elementary School TK-6	Annual	$0.00	$35,000.00		$35,000.00			$35,000.00	
2	2.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.3	IXL Licensing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.4	Technolgy Aide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Annual	$24,607.38	$0.00	$24,607.38				$24,607.38	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.5**	Weekly PD/PLC	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.6**	ELL Parent Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$0.00	$1,300.00	$1,300.00				$1,300.00	
2	**2.7**	Paraprofessional Support Staffing	All	No			Specific Schools: Fletcher Walker Elementary TK-8	Annual	$183,817.14	$0.00		$70,001.58		$113,815.56	$183,817.14	
2	**2.8**	Additional Certificated Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$103,181.89	$0.00	$103,181.89				$103,181.89	
3	**3.1**	Attendance Celebration and Targeted Reward System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$10,047.00	$10,047.00				$10,047.00	
3	**3.2**	Truancy Program or similar program	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Monthly	$0.00	$6,050.00	$6,050.00				$6,050.00	
3	**3.3**	Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Monthly	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.4**	SchoolWise School to Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Bi-weekly	$0.00	$3,450.00	$3,450.00				$3,450.00	
3	**3.5**	Positive Behavior Intervention and Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$0.00	$11,000.00	$11,000.00				$11,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Weekly	$0.00	$86,086.19	$86,086.19				$86,086.19	
3	3.7	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Daily	$0.00	$55,000.00	$55,000.00				$55,000.00	
3	3.8	Student Activity Engagement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Monthly	$0.00	$28,000.00	$28,000.00				$28,000.00	
3	3.9	Wellness Coach	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$78,458.00	$37,183.00	$41,275.00			$78,458.00	

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
2377564	521518	21.935%	0.000%	21.935%	$521,518.00	0.000%	21.935 %	**Total:**	$521,518.00
								LEA-wide Total:	$448,985.00
								Limited Total:	$72,533.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Facilities Update	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,055.10	
1	**1.3**	California State Standards Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
1	**1.4**	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,557.44	
2	**2.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.3**	IXL Licensing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	**2.4**	Technolgy Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,607.38	
2	**2.5**	Weekly PD/PLC	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	

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 (%)
					Low Income			
2	2.6	ELL Parent Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,300.00	
2	2.8	Additional Certificated Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,181.89	
3	3.1	Attendance Celebration and Targeted Reward System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,047.00	
3	3.2	Truancy Program or similar program	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$6,050.00	
3	3.3	Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.4	SchoolWise School to Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,450.00	
3	3.5	Positive Behavior Intervention and Supports	Yes	LEA-wide	Low Income	All Schools	$11,000.00	
3	3.6	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,086.19	
3	3.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
3	3.8	Student Activity Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$28,000.00	
3	3.9	Wellness Coach	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$37,183.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$898,160.69	$802,779.10

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**	Facilities Update	Yes	$85,000.00	244197.46
1	**1.2**	Technology	No	$43,000.00	18395.79
1	**1.3**	California State Standards Curriculum	Yes	$85,000.00	21139.92
1	**1.4**	Teacher Induction Program	Yes	$32,157.44	23725.00
2	**2.1**	Afterschool Academic Student Supports	Yes	$35,000.00	34979.00
2	**2.2**	Professional Development	Yes	$20,000.00	19039.70
2	**2.3**	IXL Licensing	Yes	$15,000.00	14850.
2	**2.4**	Technolgy Aide	Yes	$24,587.48	24550.78
2	**2.5**	Weekly PD/PLC	Yes	$12,000.00	695.00
2	**2.6**	ELL Parent Translation Services	Yes	$1,500.00	1231.23
2	**2.7**	Paraprofessional Support Staffing	Yes	$219,993.25	190398.40

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	**2.8**	Additional Certificated Teacher	Yes	$89,512.52	85242.19
3	**3.1**	Attendance Celebration and Targeted Reward System	Yes	$15,047.00	1306.12
3	**3.2**	Truancy Program	Yes	$6,050.00	6050.00
3	**3.3**	Community Events	Yes	$2,000.00	537.22
3	**3.4**	SchoolWise School to Home Communication	Yes	$3,450.00	3450.00
3	**3.5**	Positive Behavior Intervention and Supports	Yes	$16,000.00	3719.86
3	**3.6**	Counseling Services	Yes	$57,863.00	47399.60
3	**3.7**	Transportation	Yes	$105,000.00	35793.66
3	**3.8**	Student Activity Engagement	Yes	$30,000.00	26078.17

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)
564371	$619,460.00	$784,383.31	($164,923.31)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Facilities Update	Yes	$40,000.00	244197.46		
1	1.3	California State Standards Curriculum	Yes	$85,000.00	21139.92		
1	1.4	Teacher Induction Program	Yes	$19,557.44	23725.00		
2	2.1	Afterschool Academic Student Supports	Yes	$35,000.00	34979.00		
2	2.2	Professional Development	Yes	$20,000.00	19039.70		
2	2.3	IXL Licensing	Yes	$15,000.00	14850.00		
2	2.4	Technolgy Aide	Yes	$24,587.48	24550.78		
2	2.5	Weekly PD/PLC	Yes	$12,000.00	695.00		
2	2.6	ELL Parent Translation Services	Yes	$1,500.00	1231.23		
2	2.7	Paraprofessional Support Staffing	Yes	$41,892.56	190398.40		
2	2.8	Additional Certificated Teacher	Yes	$89,512.52	85242.19		
3	3.1	Attendance Celebration and Targeted Reward System	Yes	$15,047.00	1306.12		
3	3.2	Truancy Program	Yes	$6,050.00	6050.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Community Events	Yes	$2,000.00	537.22		
3	3.4	SchoolWise School to Home Communication	Yes	$3,450.00	3450.00		
3	3.5	Positive Behavior Intervention and Supports	Yes	$16,000.00	3719.86		
3	3.6	Counseling Services	Yes	$57,863.00	47399.60		
3	3.7	Transportation	Yes	$105,000.00	35793.66		
3	3.8	Student Activity Engagement	Yes	$30,000.00	26078.17		

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)
2394530	564371	7.389	30.958%	$784,383.31	0.000%	32.757%	$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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