



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Whittier School District

CDS Code: 19-650370000000

School Year: 2024-25

LEA contact information:

Dr. Rebecca Rodriguez

Associate Superintendent Ed Services

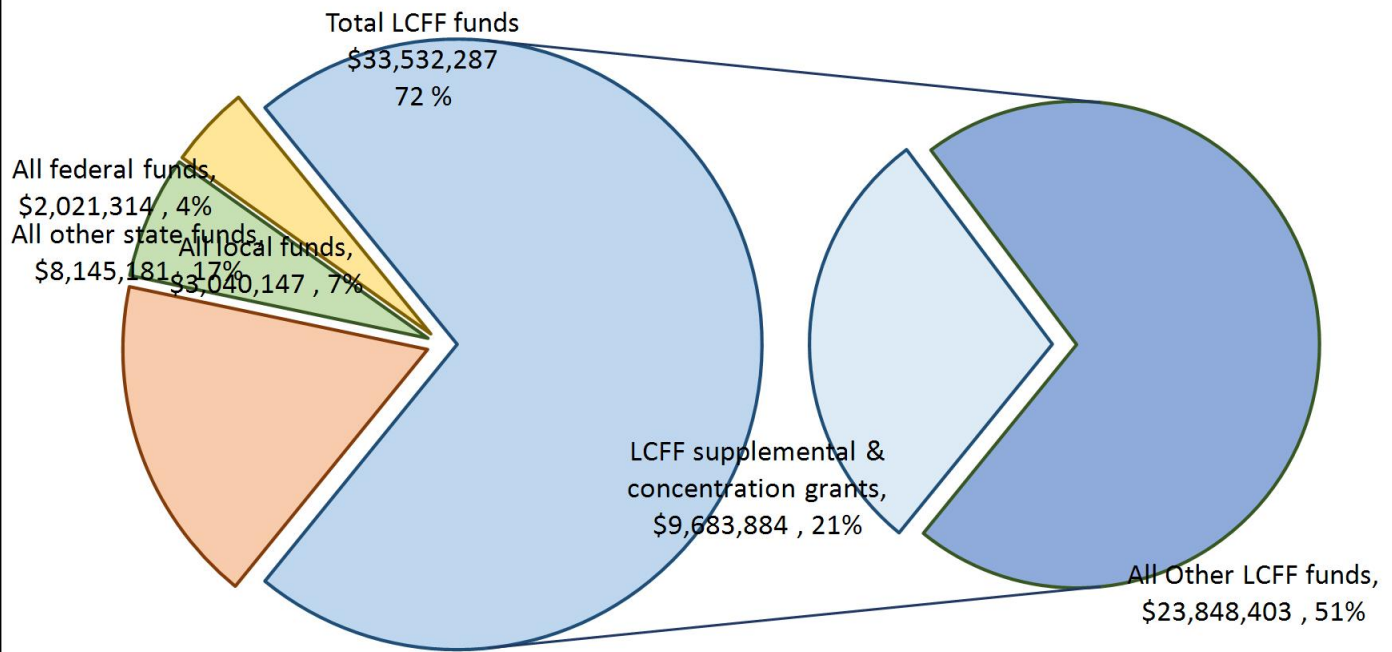
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

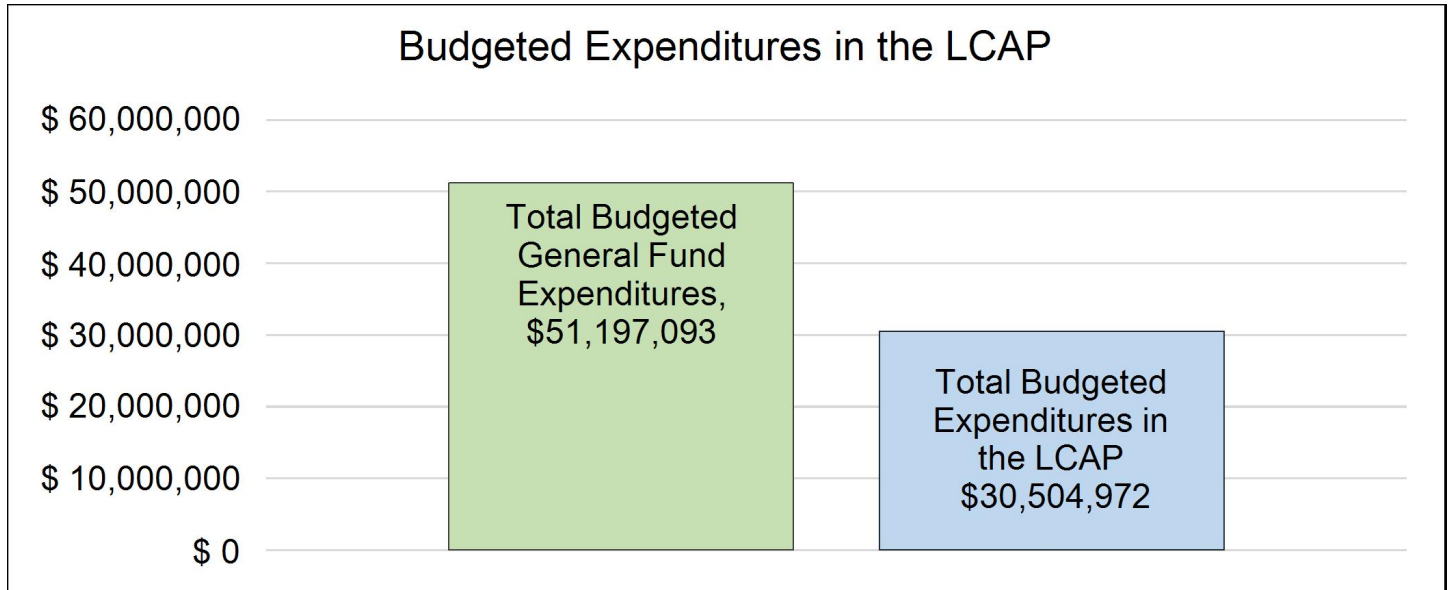


This chart shows the total general purpose revenue South Whittier School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Whittier School District is \$46,738,929, of which \$33,532,287 is Local Control Funding Formula (LCFF), \$8,145,181 is other state funds, \$3,040,147 is local funds, and \$2,021,314 is federal funds. Of the \$33,532,287 in LCFF Funds, \$9,683,884 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 South Whittier School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: South Whittier School District plans to spend \$51,197,093 for the 2024-25 school year. Of that amount, \$30,504,972 is tied to actions/services in the LCAP and \$20,692,121 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following are included in the general fund budget expenditures for the school year that were not included in the LCAP:

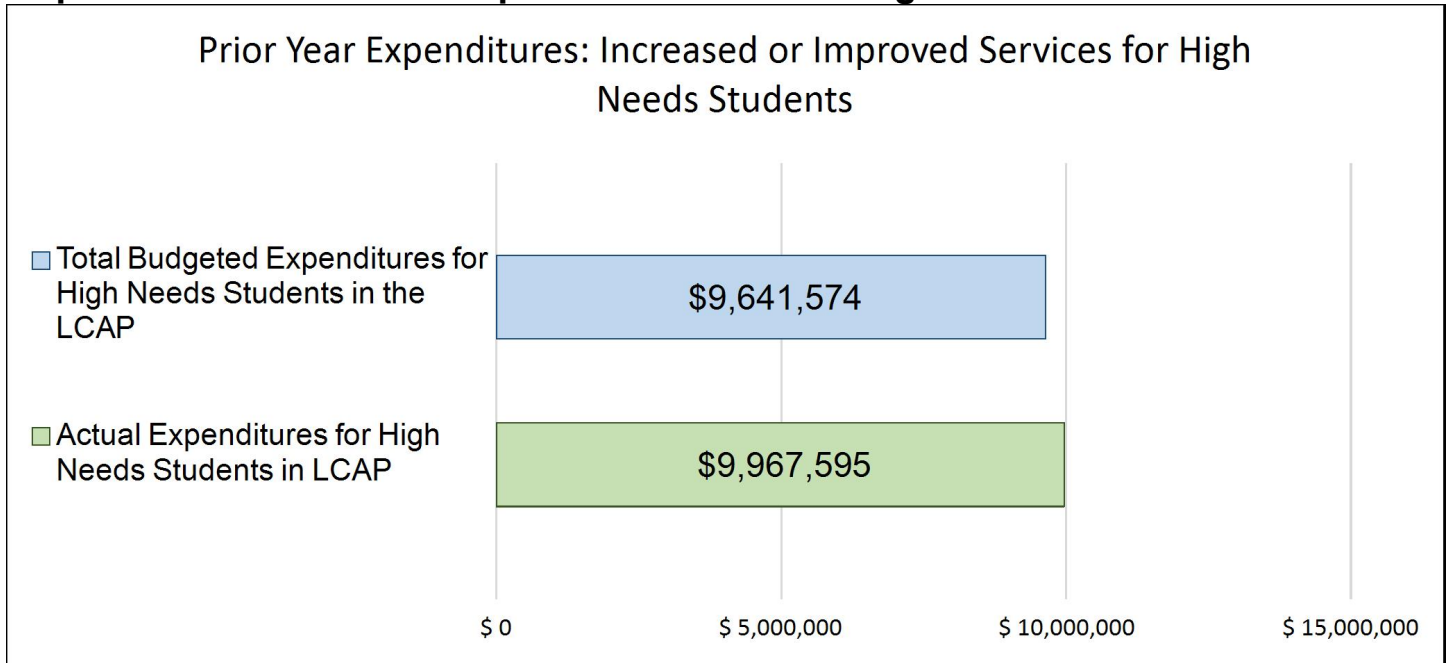
- Utilities
- General repairs and routine maintenance,
- Cleaning supplies
- Expenditures related to certain grants and one-time funding sources
- Transportation Sub agreements for Special Education
- Non-public school tuition and related costs
- Some Special Education Services
- Certain IT related costs
- Liability insurance

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

In 2024-25, South Whittier School District is projecting it will receive \$9,683,884 based on the enrollment of foster youth, English learner, and low-income students. South Whittier School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Whittier School District plans to spend \$9,744,184 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what South Whittier 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 South Whittier School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, South Whittier School District's LCAP budgeted \$9,641,574 for planned actions to increase or improve services for high needs students. South Whittier School District actually spent \$9,967,595 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Whittier School District	Dr. Rebecca Rodriguez Associate Superintendent Ed Services	rrodriguez@swhittier.net 562-944-6231

Goals and Actions

Goal

Goal #	Description
1	Create a standards-based learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (SARC) - Facilities Maintained in Good Repair	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair in 2020-2021	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair in 2021-2022	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair in 2022-2023	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair in 2023-2024	No deficiencies reported on SARC or Williams visit reports; all District facilities maintained and in good repair
School Accountability Report Card (SARC) - Access to standards aligned instructional materials	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2020-2021	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2021-2022	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2022-2023	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2023-2024	District will maintain a record of "0% lacking" on SARC instructional materials reports for all schools
School Accountability Report Card (SARC) - Appropriately assigned and fully credentialed teachers	100% of SWSD teachers are appropriately assigned and credentialed in 2020-2021	100% of SWSD teachers are appropriately assigned and credentialed in 2021-2022	100% of SWSD teachers are appropriately assigned and credentialed in 2022-2023	100% of SWSD teachers are appropriately assigned and credentialed in 2023-2024	District will maintain a record of 100% appropriately assigned and credentialed teachers on staffing reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class Size Averages	For 2020-21, class size averages were no more than 26 students in grades TK – 3	For 2021-2022 TK-3rd grade class size average was 22.6	For 2022-2023 TK-3rd grade class size average was 23.5	For 2023-2024 TK-3rd grade class size average was 22.7	District will maintain class sizes in alignment with Grade Span Adjustment requirements and established staffing agreements.

Goal Analysis

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

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

In alignment with Goal 1 of the LCAP, the District effectively executed all actions listed, with the exception of 1.25, to support its objectives. Departments diligently oversaw teacher credentialing and assignments, ensuring compliance with the State Priority of maintaining fully credentialed and appropriately assigned teachers, achieving a 100% compliance rate. Furthermore, all SWSD students benefited from access to State Standards-aligned instructional materials, as evidenced by regular monitoring through Williams reports. The maintenance and operations department consistently monitored site facilities, resulting in all sites receiving a rating of "good" or better as per the Williams FIT reports. Actions 1.8 and 1.10, focused on Furniture and Equipment and Facilities Improvement, were funded through other funding sources. Despite these successes, challenges persisted in personnel management, particularly in hiring and retaining part-time employees necessary for sustaining programs and practices. Notably, Action 1.25, posed the most challenges in ensuring continuity of programs due to high turnover rate. No other substantive differences were observed between planned actions and their actual implementation during the reporting period.

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

The District defines a material difference as a 30% discrepancy or more between the budgeted amount and the estimated actual expenditures. For Actions 1.12, 1.18 and 1.22 the estimated actual was less than the budgeted amount. This is due to the timing of personnel hires and or departures that had some as well as the hourly expenses being less than anticipated. In addition, for Actions 1.21, 1.29 and 1.30, the estimated actual expenditures exceeded the budgeted amounts due to the need for additional support on each campus. Specifically, Action 1.29 saw increased costs due to the number of students and staffing support required for the outdoor science camp.

Similarly, Action 1.30 experienced a significant rise in expenditures for physical education instructional materials, driven by the need to refresh supplies and focus on the identified essential standards across all sites. Conversely, there was a significant decrease in the estimated actual expenditures for Action 1.28, as the adoption of the new science curriculum and provided materials reduced the need for additional support materials.

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

The evaluation of the three-year LCAP cycle indicates that several strategies outlined for Goal 1 were effective in achieving the established metrics, ultimately leading to improved outcomes for students. Actions 1.2, 1.5, and 1.6 significantly contributed to the District's ability to fulfill the metrics related to facilities on the School Accountability Report Card (SARC). By providing the necessary management and support staff the ability to maintain and provide leadership across departments and facilities allows the district to ensure the FIT reports are in positive standing. Additionally, Actions 1.7 and 1.26-1.31 played a crucial role in providing funds for State-adopted curriculum materials and supplemental resources, which enriched the learning experiences of students across various subjects. By ensuring access to high-quality instructional materials aligned with state standards, and the ability to provide supplemental materials ensured students received more comprehensive and rigorous instruction, leading to improved academic outcomes as evidenced by standardized test scores and classroom assessments. This directly correlates with the Williams reporting and 'no deficiencies' reported on the SARCs. Furthermore, Actions 1.1, 1.2, and 1.9 contributed to a consistent trend of decreasing average class size for TK-3, directly benefiting student learning by allowing for more individualized attention and support from teachers. Actions 1.13, 1.16, 1.17 and 1.18 were instrumental in implementing a multi-tiered system of support (MTSS) to address the academic needs of at-risk student populations, particularly English learners and low-income students. Moreover, multiple actions (1.1-1.6, 1.11, 1.14-1.15, 1.18, and 1.21-1.25) pertaining to staffing continued to support the District in providing a safe, standards-based environment while ensuring compliance with SARC metrics regarding appropriately credentialed staff. Together, Actions 1.12 and 1.32 facilitated increased opportunities for expanded learning, while enabling staff to review and collaborate around student data in a timely manner, ultimately impacting student outcomes positively. Actions 1.8, 1.10, 1.19 and 1.20 were listed with no funds allocated deeming them ineffective as they did not contribute or produce results.

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

In response to feedback from Educator Partners regarding Goal 1, several adjustments have been made to enhance clarity and effectiveness in achieving the desired outcomes. Expansion of planning and data analysis structures from K-3rd to include 4th-6th grades, along with providing support for intervention, emerged as top priorities. Additionally, there was a strong emphasis on increasing mental health support for students and families, improving student access to the arts, and integrating technology more effectively. These actions are seen as vital for fostering a positive school culture and ensuring safe and secure campuses. To address concerns about clarity regarding how these actions directly impact metrics, interventionists and Licensed Clinical Social Workers (LCSWs) have been reallocated to Goal 5, focusing on Multi-Tiered Systems of Support. Similarly, support for Visual and Performing Arts (VaPA) and Technology Integration has been shifted to Goal 2, which centers on the Cycle of Improvement. This adjustment aligns with Educator Partners' recommendation that these actions, by providing release time for data analysis, collaborative planning, and pedagogical support, are better suited to these goals. Based on input

seeking clarification on extra duty, substitute release time, and materials, adjustments have been made to specific actions. For example, Action 1.3 has been renamed as 'Summer Planning for Learners,' while Actions 1.26-1.30 have been modified for increased specificity, now identified as Actions 1.12, 1.16, and 1.19. Notably, actions 1.8, 1.10, 1.19, and 1.20 were deemed ineffective and have undergone changes or elimination for the 2024-25 LCAP cycle. Action 1.8, focusing on furniture acquisition, lacked significant impact on targeted outcomes, leading to its elimination to allocate resources more effectively. Similarly, action 1.10, aimed at facilities improvement, was revised due to limited correlation with desired outcomes and now focuses on classroom environment to enhance student collaboration. Action 1.19, involving contracted counselor services, was eliminated as the services were underutilized and did not sufficiently address identified needs. Additionally, action 1.20, concerning extra pay was already a non funded action and therefore will be eliminated. These adjustments reflect a commitment to responsiveness and clarity, ensuring that actions are better aligned with goals and metrics, ultimately enhancing the district's ability to support student success and well-being. In response to feedback and data analysis, adjustments have been made to the planned goals and actions of the LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessment - English Language Arts (SBAC – ELA)	<p>SBAC - ELA (2018-19): Overall: 37.25% met or exceeded standards, with overall performance level of "orange" on the California School Dashboard</p> <p>English Learners: 11.18% met or exceeded standards, with a performance level of "orange" on the California School Dashboard</p> <p>Socio-Economically Disadvantaged: 35.73% met or exceeded standards, with a performance level of</p>	Current data unavailable. State assessments will resume administration in April-June 2022	<p>SBAC - ELA (2021-2022): Overall: 30.69% met or exceeded and 49.1 points below standard, with a performance level of "low" on the California School Dashboard</p> <p>English Learners: 8.73% met or exceeded and 61 points below standard, with a performance level of "low" on the California School Dashboard</p> <p>Socio-Economically Disadvantaged: 30.42% met or exceeded and 78.3 points below standard, with a performance</p>	<p>SBAC - ELA (2022-2023): Overall: 31.68% met or exceeded and 46.5 points below standard, with a performance level of "orange" on the California School Dashboard</p> <p>English Learners: 6.36% met or exceeded and 72.6 points below standard, with a performance level of "red" on the California School Dashboard</p> <p>Socio-Economically Disadvantaged: 30.62% met or exceeded and 49.3 points below standard, with a performance</p>	<p>SBAC - ELA: Overall: Increase the percentage of SWSD students meeting or exceeding standards, with an overall performance level of "yellow" or "orange" on the California School Dashboard</p> <p>English Learners: Increase the percentage of EL students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard.</p> <p>Socio-Economically Disadvantaged: Increase the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>"orange" on the California School Dashboard</p> <p>Students with Disabilities: 9.32% met or exceeded standards, with a performance level of "red" on the California School Dashboard</p>		<p>level of "very low" on the California School Dashboard</p> <p>Students with Disabilities: 9.09% met or exceeded and 106.1 points below standard, with a performance level of "very low" on the California School Dashboard</p>	<p>level of "orange" on the California School Dashboard</p> <p>Students with Disabilities: 5.62% met or exceeded and 112.4 points below standard, with a performance level of "red" on the California School Dashboard</p>	<p>percentage of SED students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard.</p> <p>Students with Disabilities: Increase the percentage of SWD students meeting or exceeding standards to achieve an overall performance level of "orange" on the California School Dashboard.</p>
State Assessment - Mathematics (SBAC – Math)	<p>SBAC - Math (2018-19): Overall: 21.24% met or exceeded standards, with an overall performance level of "orange" on the California School Dashboard</p> <p>English Learners: 7% met or exceeded standards, with a</p>	Current data unavailable. State assessments will resume administration in April-June 2022	<p>SBAC - Math (2021-2022): Overall: 15.41% met or exceeded and 84.6 points below standards, with an overall performance level of "low" on the California School Dashboard</p> <p>English Learners:</p>	<p>SBAC - Math (2022-2023): Overall: 20.30% met or exceeded and 77 points below standards, with an overall performance level of "yellow" on the California School Dashboard</p> <p>English Learners:</p>	<p>SBAC - Mathematics: Overall: Increase the percentage of SWSD students meeting or exceeding standards, with an overall performance level of "yellow" or "orange" on the California School Dashboard</p> <p>English Learners:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>performance level of "orange" on the California School Dashboard</p> <p>Socio-Economically Disadvantaged: 5.02% met or exceeded standards, with a performance level of "red" on the California School Dashboard</p> <p>Students with Disabilities: 6.10% met or exceeded standards, with a performance level of "red" on the California School Dashboard.</p>		<p>3.74% met or exceeded and 96.3 points below standards, with a performance level of "very low" on the California School Dashboard</p> <p>Socio-Economically Disadvantaged: 14.46% met or exceeded and 85.6 points below standards, with a performance level of "low" on the California School Dashboard</p> <p>Students with Disabilities: 4.59% met or exceeded standards and 128.4 points below standards, with a performance level of "very low" on the California School Dashboard.</p>	<p>5.08% met or exceeded and 98.8 points below standards, with a performance level of "red" on the California School Dashboard</p> <p>Socio-Economically Disadvantaged: 19.09% met or exceeded and 78.4 points below standards, with a performance level of "yellow" on the California School Dashboard</p> <p>Students with Disabilities: 5.03% met or exceeded standards and 128.6 points below standards, with a performance level of "red" on the California School Dashboard.</p>	<p>Increase the percentage of EL students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard.</p> <p>Socio-Economically Disadvantaged: Increase the percentage of SED students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard.</p> <p>Students with Disabilities: Increase the percentage of SWD students meeting or exceeding standards to achieve an overall performance level of "orange" on the California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Reading Assessment: STAR 360 Diagnostic	<p>STAR 360 Reading (2020-21): Overall: 27.3%% of students scored within grade level on end-of year assessment</p> <p>English Learners: 8.99% of students scored within grade level on end-of-year assessment</p> <p>Socio-Economically Disadvantaged: 27.21% of students scored within grade level on end of year assessment</p> <p>Students with Disabilities: 8.85% of students scored within grade level on end of the year assessment</p>	<p>STAR 360 Reading (2021-2022): Overall: 27% of students scored within grade level on Spring assessment</p> <p>English Learners: 8% of students scored within grade level on Spring assessment</p> <p>Socio-Economically Disadvantaged: 26% of students scored within grade level on Spring assessment</p> <p>Students with Disabilities: 12% of students scored within grade level on Spring assessment</p>	<p>STAR 360 Reading (2022-2023): Overall: 30.5% of students scored within grade level on Spring assessment</p> <p>English Learners: 11% of students scored within grade level on Spring assessment</p> <p>Socio-Economically Disadvantaged: 29% of students scored within grade level on Spring assessment</p> <p>Students with Disabilities: 10% of students scored within grade level on Spring assessment</p>	<p>STAR 360 Reading (2023-2024): Overall: 32.85% of students scored within grade level on Spring assessment</p> <p>English Learners: 11.65% of students scored within grade level on Spring assessment</p> <p>Socio-Economically Disadvantaged: 27% of students scored within grade level on Spring assessment</p> <p>Students with Disabilities: 12.29% of students scored within grade level on Spring assessment</p>	<p>STAR 360 Reading: Overall: Increase the overall percentage of students scoring within grade level on end-of-year assessment to 32%</p> <p>English Learners: Increase the percentage of students scoring within grade level on end-of-year i assessment to 13%</p> <p>Socio-Economically Disadvantaged: Increase the percentage of students scoring within grade level on end of year assessment to 32%</p> <p>Students with Disabilities: Increase the percentage of students scoring within grade level on end of the assessment to 13%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Math Assessment: STAR 360 Diagnostic	<p>STAR 360 Math (2020-21): Overall: 15.9% of students scored within grade level on end-of-year assessment</p> <p>English Learners: 6.35% of students scored within grade level on end-of-year assessment</p> <p>Socio-Economically Disadvantaged: 15.73% of students scored within grade level on end of year assessment</p> <p>Students with Disabilities: 8.99% of students scored within grade level on end of the year assessment</p>	<p>STAR 360 Math (2021-2022): Overall: 18% of students scored within grade level on Spring assessment</p> <p>English Learners: 10% of students scored within grade level on Spring assessment</p> <p>Socio-Economically Disadvantaged: 17% of students scored within grade level on Spring assessment</p> <p>Students with Disabilities: 8% of students scored within grade level on Spring assessment</p>	<p>STAR 360 Math (2022-2023): Overall: 45% of students scored within grade level on Spring assessment</p> <p>English Learners: 28% of students scored within grade level on Spring assessment</p> <p>Socio-Economically Disadvantaged: 43% of students scored within grade level on Spring assessment</p> <p>Students with Disabilities: 19% of students scored within grade level on Spring assessment</p>	<p>STAR 360 Math (2023-2024): Overall: 44.54% of students scored within grade level on Spring assessment</p> <p>English Learners: 30.3% of students scored within grade level on Spring assessment</p> <p>Socio-Economically Disadvantaged: 49% of students scored within grade level on Spring assessment</p> <p>Students with Disabilities: 23.7% of students scored within grade level on Spring assessment</p>	<p>STAR 360 Math: Overall: Increase the overall percentage of students scoring within grade level on end-of-year assessment to 20%</p> <p>English Learners: Increase the percentage of students scoring within grade level on end-of-year assessment to 11%</p> <p>Socio-Economically Disadvantaged: Increase the percentage of students scoring within grade level on end of year assessment to 20%</p> <p>Students with Disabilities: Increase the percentage of students scoring within grade level on end of the assessment to 13%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency Assessment of California (ELPAC)	<p>On Dataquest: 16.40% Proficient (Level 4/Well Developed) 37.77% Level 3 (Moderately Developed) 30.12% Level 2 (Somewhat Developed) 15.71% Level 1 (Minimally Developed)</p> <p>California School Dashboard: The percentage of ELs making progress towards English proficiency in was 51.9%, which is a State performance level of "Medium" (2018-19).</p>	<p>On Dataquest (2020-2021): 13.98% Proficient (Level 4/Well Developed) 33.66% Level 3 (Moderately Developed) 32.57% Level 2 (Somewhat Developed) 10.79% Level 1 (Minimally Developed)</p> <p>California School Dashboard: Current data unavailable.</p>	<p>On Dataquest (2021-2022): 15.57% Proficient (Level 4/Well Developed) 35.23% Level 3 (Moderately Developed) 30.73% Level 2 (Somewhat Developed) 18.47% Level 1 (Minimally Developed)</p> <p>California School Dashboard: The percentage of ELs making progress towards English proficiency in was 57.3%, which is a State performance level of "High" (2021-2022).</p>	<p>On Dataquest (2022-2023): 9.55% Proficient (Level 4/Well Developed) 32.13% Level 3 (Moderately Developed) 34.73% Level 2 (Somewhat Developed) 23.59% Level 1 (Minimally Developed)</p> <p>California School Dashboard: The percentage of ELs making progress towards English proficiency in was 38.5%, which is a State performance level of "red" (2022-2023).</p>	<p>Increase the percentage of ELs making at least one performance level of growth in English proficiency to over 60% (an increase of 3% annually)</p> <p>Achieve a performance level of "High" on the California School Dashboard</p>
Reclassification Rate	<p>The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2019-2020 was 8.9% (86 students) (Data is significantly lower</p>	<p>The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2020-2021 was 9.1%.</p>	<p>The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2021-2022 was 10%.</p>	<p>The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2022-23 12.9% .</p>	<p>District will maintain a reclassification rate to be above the State and County average (depending upon adjusted criteria established each year)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	than prior year rate of % due to challenges related to COVID-19 pandemic); In comparison to the state and county rates, we are still outperforming: County 8.1% State 8.6%%				By 2023-2024, we expect to maintain and to increase our reclassification rate by at least 5%.
Middle School drop out rate	The percentage of student drop out at the middle school in 2019-2020 was 0% (0 students) In comparison to the state and county rates.	The percentage of student drop out at the middle school in 2020-21 was 0% (0 students) In comparison to the state and county rates.	The percentage of student drop out at the middle school in 2021-22 was 0% (0 students) In comparison to the state and county rates.	The percentage of student drop out at the middle school in 2022-23 was 0% (0 students) In comparison to the state and county rates.	District will sustain the same rate of dropout students at the middle school. (depending upon adjusted criteria established each year)
Advance Courses for Middle School	Establish a broad course of study for middle school by adding advanced courses. The percentage of students participating in advance course will set a baseline by offering Accelerated Math to 7th and 8th grade students and Honors	The percentage of students participating in advance courses for 2021-2022: Accelerated Math one course offered to each grade level: 7th Grade 13.18% 8th Grade 9.4% Honors English one course offered to 8th Graders 7th Grade 0% 8th Grade 11.41%	The percentage of students participating in advance courses for 2022-2023: Accelerated Math one course offered to each grade level: 7th Grade (Pre-Algebra): 14.60% 8th Grade (Algebra): 13.03% Honors English 7th Grade: 16.37% 8th Grade: 11.11%	The percentage of students participating in advance courses for 2023-2024: Accelerated Math one course offered to each grade level: 7th Grade (Pre-Algebra): 25.00% 8th Grade (Algebra): 16.96% Honors English 7th Grade: 25.91% 8th Grade: 29.91%	By 2023-2024, we expect to increase the number of advance courses from 4 classes to 6 classes and continually increase the percentage of students participating in these course.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English for 7th and 8th grade students				
State Assessment - CAST (SBAC – Science)	<p>SBAC - CAST (2021-22): Overall: 13.68% met or exceeded standards on the 21-22 CAST assessment</p> <p>English Learners: 1.34% met or exceeded standards on the 21-22 CAST assessment</p> <p>Socio-Economically Disadvantaged: 13.5% met or exceeded standards on the 21-22 CAST assessment</p> <p>Students with Disabilities: 2.74% met or exceeded standards on the 21-22 CAST assessment</p>			<p>SBAC - CAST (2022-2023): Overall: 12.50% met or exceeded standards on the 22-23 CAST assessment</p> <p>English Learners: 0.72% met or exceeded standards on the 22-23 CAST assessment</p> <p>Socio-Economically Disadvantaged: 12.09% met or exceeded standards on the 22-23 CAST assessment</p> <p>Students with Disabilities: 3.64% met or exceeded standards on the 22-23 CAST assessment</p>	<p>By Spring 2024, Increase the percentage of SWSD students meeting or exceeding standard on the CAST by 10% overall and for each subgroup.</p> <p>All students - 23.68% EL - 11.34% SED - 23.5% SWD - 12.74%</p>

Goal Analysis

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

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

In the previous year, the planned actions were effectively executed, with no substantive differences noted. The actions were implemented as described with the exception of 2.8. Action 2.8 was implemented as described, but notably later than anticipated due to struggles with staffing. The listed actions contributed positively to progress toward outlined metrics. However, there remains significant work to be done, particularly in the area of ELA CAASPP, where both SWD and English Learners (ELs) demonstrated performance levels categorized as "very low" or "red" on the California School Dashboard. Similar trends were observed in Math CAASPP, although there was positive growth for all students and subgroups. These patterns were mirrored in the local STAR 360 Reading and Math assessments. Additionally, the district scored in the "very low" category on the CA Dashboard for the English Language Progress Indicator, marking a significant decline from the previous year. The Instructional Leadership Teams (2.1) primarily focused on math, as evidenced by the data, contributing to improvements in instructional design and delivery. This, coupled with support from Instructional Coaches (2.7), has positively influenced overall instructional practices. ELL and MTSS coordinators (2.6) assisted with lifting the level of learning around reclassification for ELs, intervention practices, and positive behaviors and supports. Furthermore, significant learning around the English Language Progress Indicator (ELPI), language acquisition instruction, and monitoring data has been impactful. Intervention and enrichment programs (2.4) have also played a crucial role in student learning by providing additional time and practice opportunities. Despite these positive impacts, concerted efforts are necessary to address the identified challenges and enhance student outcomes across all subgroups. Overall, there is a pressing need to continue and strengthen the defined actions to enhance instructional practices.

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.

In the annual update, we identified significant material differences in the following actions: 2.1, 2.3, 2.4, 2.5, and 2.8. The increased expense for Action 2.1 was due to the additional time required for Instructional Leadership Teams to develop as a Professional Learning Community. This necessitated more resources than initially anticipated to ensure the effectiveness of these teams in driving instructional improvements. Expenses for Action 2.3 were higher than budgeted to ensure adequate support for both hardware and software. This was critical to maintaining the infrastructure needed for effective teaching and learning, particularly in response to increased digital learning demands. While the budget for Action 2.4 anticipated higher costs, actual expenditures were lower due to the availability of additional funds from external sources, which supplemented the planned budget. This allowed the district to achieve its goals without exceeding the initial budget allocation. There was an increase in expenditures for Action 2.5 to enhance support for the AVID (Advancement Via Individual Determination) program. The additional funding was necessary to implement AVID strategies more comprehensively across the district, ensuring that we meet our goals for student college and career readiness. Action 2.8 expenditure exceeded the anticipated budgeted amount due to staffing needs in order to cover the costs associated with Visual & Performing Arts programs. The increased expenditures in Actions 2.1, 2.3, 2.5 and 2.8 directly contributed to enhanced service delivery, while Action 2.4 benefited from additional funding without compromising the quality or scope of services provided.

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

The strategies outlined in our district's Local Control and Accountability Plan (LCAP) have significantly advanced our progress towards the objectives outlined in Goal 2. Following the disruptions caused by the suspension of the SBAC assessment due to the pandemic in 2020, the 2022-2023 school year marked the first opportunity for evaluating progress. The resulting data from this period has been instrumental in informing strategic decisions regarding our instructional programs. The district's commitment to Action 2.1, beginning in 2022-2023, which centers on fostering a Professional Learning Community (PLC), has yielded notable progress. Engagement in PLC activities has facilitated collaboration among educators and provided a framework for targeted interventions. As evidenced by our CAASPP ELA and Math scores for the 2023 academic year, which align with our desired outcomes, it is evident that this approach has been effective in driving improvements in student performance. Moreover, the district expects significant growth in both ELA and Math CAASPP scores in 2024, largely due to the increased understanding of the PLC framework and its implementation across the district. The analysis of local STAR 360 data from the spring of 2024 indicates positive trends in student achievement, particularly among subgroups such as socioeconomically disadvantaged (SED), English learners (EL), and students with disabilities (SWD). This progress can be directly attributed to the concerted efforts of several actions outlined in both Goal 2 (Actions 2.1, 2.3, 2.4, 2.6, 2.7, and 2.9) and Goal 3, which focus on enhancing professional development opportunities. Actions such as 2.5, 2.8, and 2.9 have also played a pivotal role in addressing the Middle School dropout rate, underscoring our commitment to providing engaging and supportive learning environments. By implementing targeted programming and interventions, we have seen a measurable impact on student retention and engagement. For Action 2.2 although funds were not allocated, is still deemed effective as the 1:1 Chromebook program provides necessary skills and targeted support that assists students in progressing in achievement. The concerted efforts outlined in our LCAP have proven effective, with the exception of 2.2, in advancing our objectives outlined in Goal 2 over the past three years.

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

After receiving extensive input from our educator partners and conducting thorough data evaluation, we have chosen to continue prioritizing investment in Instructional Leadership Teams (ILTs), recognizing their pivotal role in fostering collaboration among educators, promoting best practices, and driving instructional improvement. Additionally, the need to develop a coherent instructional program was emphasized by educator partners. To address this, funds have been allocated to facilitate the development of the Curriculum Task Force and cross-grade level articulation, integral components of the Professional Learning Community (PLC) framework. By enhancing support for ILTs, our aim is to strengthen instructional leadership capacity district-wide, ultimately leading to improved student outcomes. In response to feedback from educator partners, we've decided to reallocate the focus of interventions, enrichment activities, and Positive Behavioral Interventions and Supports (PBIS) to Goal 5, aligning with our Multi-Tiered System of Supports (MTSS). This strategic realignment will enable us to better meet the diverse needs of all students while fostering a culture of equity and inclusion. Support for English Learners, including Long-Term English Learners (LTELs), newcomers, and Students with Disabilities (SWDs), has been revised and increased, reflecting the high need for support indicated by the data. This effort, coupled with continued support for PLC, particularly enhancing the data chat process, aims to increase the achievement of the EL subgroup. Additionally, in response to educator partner input, we've relocated Visual and Performing Arts (VaPA) and Instructional Technology support to Goal 2. Both areas are integral to the continuous improvement cycle, providing opportunities for students to benefit from additional programs and instruction while enabling teachers and administrators to closely monitor data, through the data chat process, and adjust instruction accordingly. This adjustment is expected to result in greater progress toward our desired metrics.

Furthermore, we have incorporated two new metrics to monitor English Learners, namely the English Learner Progress Indicator and a metric to monitor Long-Term English Learners (LTELs), sourced from Data Quest. These new metrics will enhance our ability to track the progress of English Learners and ensure targeted support to address their unique needs, aligning with our commitment to improving outcomes for all students.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in collaborative inquiry process - Plan, Do, Analyze, Reflect (PDAR)	100% of SWSD teachers participate in PDAR process. in 2020-2021	100% of SWSD teachers participated in PDAR process in 2021-2022	100% of SWSD teachers participated in Professional Learning Communities (PLC) training in 2022-2023	100% of SWSD teachers participated in Professional Learning Communities (PLC) training in 2023-2024	Sustain 100% participation in the PLC training.
Participation in English Language Development Professional Development	100% of SWSD teachers and administrators participate in ELD training in 2020-2021	100% of SWSD teachers and administrators participated in ELD training in 2021-2022	100% of SWSD teachers and administrators participated in ELD training in 2022-2023	100% of SWSD teachers and administrators participated in ELD training in 2023-2024	Sustain ongoing ELD professional development 100% participation
Participation in social-emotional Professional Development	100% of SWSD staff members participate in social-emotional training in 2020-2021	100% of SWSD staff members participate in social-emotional training in 2021-2022	100% of SWSD staff members participate in social-emotional training in 2022-2023	100% of SWSD staff members participate in social-emotional training in 2023-2024	Sustain ongoing socio-emotional professional development. 100% participation
Teachers, administrators and interventionists meet on a regular basis to	100% of SWSD teachers, administrators, and interventionist	100% of SWSD teachers, administrators, and interventionist	100% of SWSD teachers, administrators, and interventionist	100% of SWSD teachers, administrators, and interventionist	Sustain 100% participation in data days.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
analyze, discuss and reflect on student assessment data.	participate in data days in 2020-2021	participate in data days in 2021-2022	participate in data chats/days in 2022-2023	participate in data chats/days in 2023-2024	
Participation in professional development.	100% of SWSD certificated and classified staff participate in professional development.in 2020-21	100% of SWSD certificated and classified staff participate in professional development.in 2021-2022	100% of SWSD certificated and classified staff participate in professional development.in 2022-2023	100% of SWSD certificated and classified staff participate in professional development.in 2023-2024	Sustain 100% participation in professional development.
Participation in professional development to support the learning for English learners, foster youth, and low-income students	100% of SWSD teachers, interventionist, and administrators participate in professional development in 2020-21	100% of SWSD teachers, interventionist, and administrators participate in professional development in 2021-2022	100% of SWSD teachers, interventionist, and administrators participate in professional development in 2022-2023	100% of SWSD teachers, interventionist, and administrators participate in professional development in 2023-2024	Sustain 100% participation in professional development.

Goal Analysis

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

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

In the previous year, Goal 3 (Actions 3.1-3.4) was implemented without significant disparities between planned actions and actual implementation. Successes included the establishment of a professional development calendar offering various opportunities for staff to engage in learning on specific topics. Professional development opportunities were delivered through diverse models, ranging from after-school sessions to hands-on lab study sessions. However, challenges related to staff attendance, contractor availability, and substitute coverage were encountered with Actions 3.1-3.4. Despite these challenges, the overall implementation of these actions was successful, with both certificated and classified staff attending district-wide professional learning conferences and workshops as scheduled in the master calendar.

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.

In the annual update for Goal 3, we noted a material difference in expenditures for Action 3.1, which focused on professional development for supporting targeted populations. The budget increased significantly due to the high need to better train staff across PreK-8 levels. This targeted professional development was driven by assessment data, leading to improved instructional practices and better support for unduplicated student groups. The increased investment ensured our staff was well-prepared, aligning with our commitment to continuous improvement and student success.

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

The identified strategies, 3.1-3.4, have significantly contributed to meeting the metrics outlined in Goal 3. Specifically, 100% of SWSD teachers participated in professional learning related to the Professional Learning Communities (PLC) model, a shift prompted by the recognition that the previous PDAR model was inadequate for supporting leadership, collaboration, and data analysis practices. Consequently, the transition to learning about PLC was implemented, and the metric was adjusted accordingly, with continued professional learning around PLC proving effective. Additionally, 100% of SWSD teachers and administrators participated in English Language Development (ELD) training, indicating a comprehensive approach to supporting English language learners. Furthermore, 100% of SWSD staff members participated in social-emotional learning (SEL) training, highlighting the commitment to addressing students' holistic needs. Finally, Data Days saw full participation from 100% of SWSD teachers, administrators, and interventionists, demonstrating a dedication to data-driven decision-making. The high participation rates in professional development across certificated and classified staff members, as well as teachers, interventionists, and administrators, further emphasize the effectiveness of these actions in making progress toward the goal.

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

In response to the analysis and data provided, significant additions have been made to the 2024-25 LCAP, particularly focusing on specific professional development initiatives. These additions include targeted training in both language acquisition programs and for students who are dually identified as Students with Disabilities (SWD) and English Learners (EL). This decision was informed by educator partner input and the data displayed on the California Dashboard, which highlighted the need for enhanced support in these areas. By providing tailored professional development opportunities, we aim to better equip educators with the knowledge and skills necessary to address the unique needs of EL students, especially those with additional challenges due to disabilities. These specific additions to the LCAP underscore our commitment to continuous improvement and ensuring equitable outcomes for all students. We believe that by addressing the identified needs through targeted professional development, we can strengthen our approach and ultimately enhance student success across the district. Furthermore, we have introduced several new metrics to monitor the impact of professional development initiatives across various areas. These metrics include:
Professional Learning Communities (PLC) Training Participation Rates

Professional Development Participation Rates in ELA and Math Pedagogy
Training related to supporting behavior and socio-emotional learning Participation Rates
Trainings offered to support Students with Disabilities Participation Rates
Professional development to support the learning for English learners, foster youth, and low-income students Participation Rates
Professional Development Participation Rates to support Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion)
Data Chat Calendar: Teachers, administrators, and interventionists meet regularly to analyze, discuss, and reflect on student assessment data.
These new metrics aim to monitor the effectiveness of professional development initiatives and their impact on various student populations, ensuring that our efforts are aligned with the district goals of continuous improvement and equitable outcomes for all students.

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

Goals and Actions

Goal

Goal #	Description
4	Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California CalSCHL Survey - School Connectedness	<p>Elementary: 88% of parents survey state they have strong school connectedness as evidenced of high expectations from what adults in school demonstrate.</p> <p>Middle School: 72% of parents survey state they have strongly school connectedness as evidence by high expectations -adults in school. All in 2020-2021</p>	<p>Based on 2021-22 CalSCHL Survey Elementary: 44% of parents survey state they have strong school connectedness as evidenced of high expectations from what adults in school demonstrate.</p> <p>Middle School: 22% of parents survey state they have strongly school connectedness as evidence by high expectations -adults in school.</p>	<p>Based on 2022-23 CalSCHL Survey Elementary: 47.3% of parents survey state they have strong school connectedness as evidenced of high expectations from what adults in school demonstrate.</p> <p>Middle School: 35% of parents survey state they have strongly school connectedness as evidence by high expectations -adults in school.</p>	<p>Based on 2023-24 CalSCHL Survey Elementary: 42% of parents survey state they have strong school connectedness as evidenced of high expectations from what adults in school demonstrate.</p> <p>Middle School: 52% of parents survey state they have strongly school connectedness as evidence by high expectations -adults in school.</p>	Increase percentage of parents who have strong school connectedness.
California CalSCHL Survey - School Connectedness	Elementary: 75% of students survey state they have strong	Based on 2021-22 CalSCHL Survey	Based on 2022-23 CalSCHL Survey	Based on 2023-24 CalSCHL Survey	Increase percentage of students who have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school connectedness as evidenced of caring adults in the school setting.</p> <p>Middle School: 60% of students survey state they have strong school connectedness as evidence of caring adults in the school setting. All in 2020-2021</p>	<p>Elementary: 68.2% of students survey state they have strong school connectedness as evidenced of caring adults in the school setting.</p> <p>Middle School: 54% of students survey state they have strong school connectedness as evidence of caring adults in the school setting.</p>	<p>Elementary: 64.8% of students survey state they have strong school connectedness as evidenced of caring adults in the school setting.</p> <p>Middle School: 48% of students survey state they have strong school connectedness as evidence of caring adults in the school setting.</p>	<p>Elementary: 53% of students survey state they have strong school connectedness as evidenced of caring adults in the school setting.</p> <p>Middle School: 49% of students survey state they have strong school connectedness as evidence of caring adults in the school setting.</p>	strong school connectedness.
California CalSCHL Survey - Promotion of parent involvement in school	<p>Elementary: 67% of parents report that they agree or strongly agree that there is strong promotion of parent involvement.</p> <p>Middle School: 56% of parents report that they agree or strongly agree that SWSD promotes strong parent involvement. All in 2020-2021</p>	<p>Based on 2021-22 CalSCHL Survey Elementary: 37.8% of parents report that they agree or strongly agree that there is strong promotion of parent involvement.</p> <p>Middle School: 23% of parents report that they agree or strongly agree that SWSD promotes strong parent involvement.</p>	<p>Based on 2022-23 CalSCHL Survey Elementary: 46.6% of parents report that they agree or strongly agree that there is strong promotion of parent involvement.</p> <p>Middle School: 52% of parents report that they agree or strongly agree that SWSD promotes strong parent involvement.</p>	<p>Based on 2023-24 CalSCHL Survey Elementary: 43% of parents report that they agree or strongly agree that there is strong promotion of parent involvement.</p> <p>Middle School: 47% of parents report that they agree or strongly agree that SWSD promotes strong parent involvement.</p>	Increase percentage of parents who have strong parent involvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate	96% student attendance rate All in 2020-2021	As of May 2022 the SWSD reports 91.31% as the attendance rate.	As of May 2023 the SWSD reports 91.65% as the attendance rate.	As of May 2024 the SWSD reports 93.31% as the attendance rate.	Maintain or increase student attendance rate.
Chronic Absenteeism	2.9% chronic absenteeism rate All in 2020-2021	26.2% chronic absenteeism rate in 2021-22	33.4% chronic absenteeism rate in 2022-23	20.9% chronic absenteeism rate in 2023-24	Maintain or decrease chronic absenteeism rate.
Total number of activities / opportunities that promote parent participation.	Number of parent activity hours: 811 hours All in 2020-2021	Number of parent activity hours: 650 hours in 2021-22	Number of parent activity hours: 700 hours in 2022-23	Number of parent activity hours: 725 hours in 2023-24	Increase number of hours of parent activity.
Californina Cal SCHL Survey- Parent feeling on school safety	<p>Elementary: 61% of parents report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 63% of parents report that they agree or strongly agree that school safety and connectedness is in place</p> <p>All in 2020-2021</p>	<p>Based on 2021-22 CalSCHL Survey Elementary: 38.8% of parents report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 29% of parents report that they agree or strongly agree that school safety and connectedness is in place</p>	<p>Based on 2022-23 CalSCHL Survey Elementary: 45.6% of parents report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 19% of parents report that they agree or strongly agree that school safety and connectedness is in place</p>	<p>Based on 2023-24 CalSCHL Survey Elementary: 42% of parents report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 44% of parents report that they agree or strongly agree that school safety and connectedness is in place</p>	Increase the percentage of parents that agree that SWSD school safety and connectedness is in place
Californina Cal SCHL Survey- Teacher	Elementary: 80% of teachers report that they agree or strongly	Based on 2021-22 CalSCHL Survey	Based on 2022-23 CalSCHL Survey	Based on 2023-24 CalSCHL Survey	Increase the percentage of teachers that agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feeling on school safety	<p>agree that school safety and connectedness is in place</p> <p>Middle School: 82% of teachers report that they agree or strongly agree that school safety and connectedness is in place</p> <p>All in 2020-2021</p>	<p>Elementary: 48.8% of teachers report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 0% of teachers report that they agree or strongly agree that school safety and connectedness is in place</p>	<p>Elementary: 34% of teachers report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 10% of teachers report that they agree or strongly agree that school safety and connectedness is in place</p>	<p>Elementary: 34% of teachers report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 10% of teachers report that they agree or strongly agree that school safety and connectedness is in place</p>	that SWSD school safety and connectedness is in place
Californina Cal SCHL Survey- Students feeling on school safety	<p>Elementary: 60% of students report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 56% of students report that they agree or strongly agree that school safety and connectedness is in place</p> <p>All in 2020-2021</p>	<p>Based on 2021-22 CalSCHL Survey</p> <p>Elementary: 48.8% of students report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 48.8% of students report that they agree or strongly agree that school safety and connectedness is in place</p>	<p>Based on 2022-23 CalSCHL Survey</p> <p>Elementary: 44% of students report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 30.4% of students report that they agree or strongly agree that school safety and connectedness is in place</p>	<p>Based on 2023-24 CalSCHL Survey</p> <p>Elementary: 38% of students report that they agree or strongly agree that school safety and connectedness is in place</p> <p>Middle School: 28% of students report that they agree or strongly agree that school safety and connectedness is in place</p>	Increase the percentage of students that agree that SWSD school safety and connectedness is in place.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Californina Cal SCHL Survey-Parent feeling on decision making inclusivity (DELAC,SSC, Parent Advisory Committee)	<p>Elementary: 68% of parents report that they agree or strongly agree that school support decision making and inclusivity</p> <p>Middle School: 72% of parents report that they agree or strongly agree that school support decision making and inclusivity All in 2020-2021</p>	<p>Based on 2021-22 CalSCHL Survey Elementary:33.6% of parents report that they agree or strongly agree that school support decision making and inclusivity</p> <p>Middle School: 22% of parents report that they agree or strongly agree that school support decision making and inclusivity</p>	<p>Based on 2022-23 CalSCHL Survey Elementary: 41.5% of parents report that they agree or strongly agree that school support decision making and inclusivity</p> <p>Middle School: 21% of parents report that they agree or strongly agree that school support decision making and inclusivity</p>	<p>Based on 2023-24 CalSCHL Survey Elementary: 38% of parents report that they agree or strongly agree that school support decision making and inclusivity</p> <p>Middle School: 48% of parents report that they agree or strongly agree that school support decision making and inclusivity</p>	Increase the percentage of parents that agree that SWSD school decision making inclusivity is in place. (DELAC,SSC, Parent Advisory Committee)

Goal Analysis

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

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

In the 2023-2024 year, goal 4 aimed to strengthen communication, increase parent education opportunities, and enhance student engagement through actions identified in goals 4.1 to 4.7. These actions, which included regular parent workshops, student engagement programs, and efforts to improve attendance, were implemented as planned and contributed positively towards our goal. There were no substantive differences between the planned actions and their actual implementation. Through initiatives such as regular newsletters, parent-teacher conferences, and an updated school communication app, we improved communication between the school and families. Parent education opportunities expanded through workshops and webinars, resulting in more engagement. Rebuilding home-to-school connections continues to be a gradual process, with barriers such as transportation, work schedules, and health concerns. Nevertheless, positive strides were made through awareness campaigns about regular attendance and outreach efforts like home visits and personalized phone calls, leading to a positive improvement in regular attendance rates. Efforts to remove barriers included providing transportation assistance and flexible meeting times for parents, creating a more supportive environment for students and families. In conclusion, while challenges persist, especially with chronic absenteeism, the planned actions were effectively implemented, resulting in significant improvements in communication, parent education, and student engagement, laying a solid foundation for future progress.

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

There were no significant differences between budgeted and actual expenditures for most actions under Goal 4, except for Actions 4.1, 4.5, and 4.7. For Action 4.1, Parent Education Workshops, the actual expenditures were significantly lower than budgeted because many workshops were offered at no cost through free partnerships and the use of existing staff, allowing us to keep costs low. Consequently, fewer funds will be allocated for this action moving forward. Similarly, for Action 4.5, Incentives for Perfect and Improved Attendance, expenditures were lower than expected due to more efficient use of resources and lower costs of incentives, even though the action was implemented as planned. These variances have led to adjustments in future budget allocations to better reflect actual costs while maintaining the effectiveness of the actions. For Action 4.7, the actual expenditures were lower than budgeted because the hourly support needed and the number of participating staff were overestimated. These insights will inform more accurate budgeting in the future.

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

During the three-year LCAP cycle, the actions under Goal 4, Actions 4.1-4.7, were generally effective in making progress towards enhancing student and parent engagement and reducing absenteeism. Parent Education Workshops were particularly successful due to effective partnerships and staff utilization, resulting in high participation rates at low cost. Family Communication efforts, supported by PR activities and bilingual communication, significantly improved parental engagement and awareness, contributing to better attendance and involvement. Community Liaisons, through their roles and extra duties, facilitated stronger connections between families and schools, further supporting student attendance and engagement. Incentives for Attendance effectively reduced chronic absenteeism by motivating students through tangible rewards, although actual expenditures were lower than budgeted. Transportation support for low-income students ensured consistent school attendance by addressing logistical barriers. Finally, Community/Family Events, funded through extra pay, materials, and supplies, successfully fostered a sense of community and increased parental involvement in school activities. Overall, these actions collectively contributed to the goal's progress, demonstrating their effectiveness over the three-year period. Based on these findings, we will continue and refine these actions while reallocating resources to enhance their impact further.

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

Based on the analysis of the three-year LCAP cycle and data from the Dashboard, we've implemented targeted changes to Goal 4, particularly in refining the metrics and introducing new actions. We've modified Action 4.5 from "Incentives for Perfect and Improved Attendance" to "Focused Support for Decreasing Chronic Absenteeism." This strategic change ensures a concentrated effort on addressing chronic absenteeism, aligning with our commitment to improving student attendance and engagement. In addition to this new action, we're now utilizing specific sections from the California Healthy Kids Survey to understand parent perceptions of school connectedness, involvement in decision-making, and school safety. This adjustment allows us to gain deeper insights into these critical aspects of student

engagement and well-being. We've expanded our monitoring efforts on attendance rates and chronic absenteeism for all subgroups, recognizing the importance of ensuring equitable outcomes across diverse student populations. These refined metrics enable us to better assess the effectiveness of our actions and tailor interventions to address specific needs. These changes aim to enhance our understanding of student engagement and absenteeism while facilitating more targeted and impactful strategies under Goal 4.

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

Goals and Actions

Goal

Goal #	Description
5	Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	CA School Dashboard metric shows Suspension rate of 2.1% for 2018 - 2019 (Orange performance level on the California School Dashboard)	CA School Dashboard Data unavailable for 2020-2021. Internal data shows the following suspension rates as of April 2022. 2020-2021 - 0% 2021-2022 - 6.8%	The 2021-2022 CA School Dashboard indicates a suspension rate of 2.3% which falls in the "medium" performance band	The 2022-2023 CA School Dashboard indicates a suspension rate of 3.1% which falls in the "orange" performance band	District will achieve or exceed a "Yellow" performance level on the California School Dashboard.
Expulsion Rates	SWSD Expulsion rate = 0 expulsions over the last 4 years. for 2020-21	SWSD has 0 expulsions as of May 2022.	SWSD reported 3 expulsions as of May 2023.	SWSD reported 3 expulsions as of May 2024.	District will maintain a 0 expulsion rate annually
CalSCHLS -School Connectedness	2020-21 CalSCHLS yielded the following findings: *75% 6th grade *60% 7th grade of students reported that they feel there are	2021-22 CalSCHLS yielded the following findings: 61% 6th grade 51% 7th grade of students reported that they feel there are	2022-23 CalSCHLS yielded the following findings: 60% 6th grade 48% 7th grade of students reported that they feel there are	2023-24 CalSCHLS yielded the following findings: 53% 6th grade 44% 7th grade of students reported that they feel there are	District will increase the percentage of students who report that there are caring adults in school, adults in school have high expectations and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>caring adults in school.</p> <p>*88% 6th grade *72% 7th grade of students reported that adults in school have high expectations.</p> <p>*79% 6th grade *67% 7th grade of students reported that they have strong academic motivation. for the 2020-21 school year</p>	<p>caring adults in school.</p> <p>79.25% 6th grade 67% 7th grade of students reported that adults in school have high expectations.</p> <p>70% 6th grade 60% 7th grade of students reported that they have strong academic motivation.</p>	<p>caring adults in school.</p> <p>79% 6th grade 60% 7th grade of students reported that adults in school have high expectations.</p> <p>77% 6th grade 58% 7th grade of students reported that they have strong academic motivation.</p>	<p>caring adults in school.</p> <p>71% 6th grade 63% 7th grade of students reported that adults in school have high expectations.</p> <p>70% 6th grade 59% 7th grade of students reported that they have strong academic motivation.</p>	that have strong academic motivation.

Goal Analysis

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

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

In the previous year, actions 5.1-5.5 were implemented as planned, with no significant deviations between the intended actions and their execution. However, since returning to campus in 2021-2022, it has become increasingly evident that significant student needs persist, emphasizing the necessity to reevaluate the comprehensive support systems at each site to effectively address academic and social-emotional requirements. Action 5.4 played a crucial role in ensuring fidelity in implementing the Multi-Tiered System of Supports (MTSS) structure across school sites, particularly for academic and behavioral/social-emotional supports, by offering direct guidance to site teams. Additionally, Action 5.3 facilitated partnerships with contracted support to enhance tiered supports for behavioral and socio-emotional needs, reflecting a holistic and collaborative approach to student support. This comprehensive strategy aims to adapt to the evolving needs of students more effectively. There were no challenges related to the implementation of Goal 5 actions.

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

There was a noted difference between the budgeted amount for Action 5.1, designated for materials and supplies to improve school climate, and the estimated actual expenditures. This variance resulted from the strategic decision to reinforce Positive Behavioral Interventions and Supports (PBIS) and distribute leadership among staff members, creating more personalized opportunities for reinforcing positive behaviors. Similarly, Action 5.2, focusing on anti-bullying initiatives, incurred lower expenditures than anticipated, prompting adjustments in future budget allocations to ensure adequate funding for this critical area. These material differences highlight the dynamic nature of resource allocation and the importance of adapting strategies to meet evolving needs effectively.

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

Throughout the three-year LCAP cycle, all actions under Goal 5 (5.1-5.5) have been deemed effective in making progress toward the goal of providing comprehensive support systems for students. Despite increases in suspension and expulsion rates, the implementation of PBIS has been strengthened, leading to clearer behavior expectations on each campus. Additionally, rates of school connectedness have been maintained, indicating positive student engagement and belonging within the school community. Furthermore, partnerships established to provide academic and behavioral interventions have yielded positive outcomes, as reported by educator partners. These collaborative efforts have contributed to the overall effectiveness of Goal 5 actions, demonstrating tangible improvements in supporting student academic, behavioral, and social-emotional needs. As we move forward, continued monitoring and adjustment of strategies will ensure sustained effectiveness and alignment with evolving student needs and goals.

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

For the 2024-25 LCAP cycle, there have been some strategic shifts to Goal 5 actions, such as Goal 5.1 now incorporating Anti-Bullying Materials and Supplies, Part-Time Interventionists have been relocated from Goal 1 to Goal 5, with additional intervention support provided through other categorical funds. Additionally, Licensed Clinical Social Workers have been transitioned from Goal 1 to Goal 5, with additional categorical funds allocated to maintain one LCSW/MSW per site, ensuring continued support. Additionally, Student Services Support has been augmented to provide increased support to low-income families, facilitating quicker responses to parent requests and enhancing resources for Attendance support, VaPA, ELOP, and Community Schools programs, measured through yearly parent survey results. In addition to refining actions, new metrics have been introduced to Goal 5 for the 2024-25 LCAP cycle. These metrics include the PBIS Tiered Fidelity Inventory, which will gauge the implementation progress of PBIS across school sites, ensuring fidelity to the framework's principles. Suspension rates will be analyzed by subgroup, allowing for a deeper understanding of disparities and informing targeted interventions to address inequities. These new metrics reflect a commitment to comprehensive assessment and continuous improvement in fostering a positive school climate and supporting the academic and social-emotional needs of all students.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



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
South Whittier School District	Dr. Rebecca Rodriguez Associate Superintendent Ed Services	rrodriguez@swhittier.net 562-944-6231

Plan Summary [2024-25]

General Information

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

The South Whittier School District was established as an elementary school district in 1912. The district is located 10 miles east of downtown Los Angeles and covers approximately four square miles; its boundaries include portions of the Whittier, Santa Fe Springs, and some unincorporated areas of Los Angeles County. The District currently encompasses one middle school and five elementary schools including 2 schools with a Transitional Kindergarten program. All schools focused on increasing individual student achievement in a rigorous, safe, and positive learning environment. The District currently serves approximately 2272 students in grades preschool through eighth. SWSD has 30.7% English learners, 91.28% socioeconomically disadvantaged students, and .7% foster youth. Over 90% of the district's English Learner population speaks Spanish.

South Whittier School District is proud of its dedicated employees who are the heart of the district. Approximately 176 employees are certificated as teachers, principals, counselors, and other administrators. Another 188 or more employees are classified employees, with occupations such as secretaries, clerical, community liaisons, health clerks, library clerks, instructional aides, custodians, maintenance and grounds staff, food service workers, and noon duty aides. Our staff is dedicated to providing all students with an exemplary standards-based

educational program. We have a commitment to collaboration, accountability, high standards, and data-driven decision-making. We believe our first and foremost responsibility is to provide a rigorous and engaging academic program with individualized instructional support in a safe and welcoming environment. This instructional support includes targeted in-class support, rich after-school programs, and summer learning opportunities.

South Whittier School District campuses cultivate positive learning climates through school-wide Positive Behavioral Intervention Systems (PBIS) with clearly established expectations and positive incentives. These programs have been instrumental in promoting positive social behaviors, motivation, and academic success. Our programs are further fortified through robust relationships with our parents. Every school has a Community Liaison that ensures parents receive a range of learning and involvement opportunities to better support their children in the educational process.

The district will continue to strive to increase student achievement on all state assessments and district multiple-measure assessments. Additionally, South Whittier School District will continue with the implementation of our Multi-Tiered System of Support which will support the needs of ALL our students.

Reflections: Annual Performance

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

The South Whittier School District has worked on ensuring all initiatives implemented are designed with students as the priority for student achievement. South Whittier School District continues to work on the process of designing Multi-Tiered Systems of Support for our students. In order to design these systems, we primarily utilize data from the California Dashboard, universal screeners, the California Healthy Kids Survey, and local surveys. The 2023 CA Dashboard indicates that Richard Graves MS was in the lowest performance levels for all students in the areas of math and chronic absenteeism. For both the ELA and Math Indicators the District was in the lowest performance level for English Learners and Students with Disabilities. For the English Learner Progress Indicators, the English Learners were identified as the lowest performance level. For Suspension Rates, Foster Youth were identified as the lowest performance level. And for Chronic Absenteeism the subgroups, Foster Youth, Students with Disabilities and White were identified as the lowest performance level.

For student groups within a school, the following lowest performance levels included:

ELA Indicator

Carmela ES - English Learners, Students with Disabilities

Los Altos ES – English Learners

Richard Graves MS – English Learners, Students with Disabilities

Math Indicator

Richard Graves MS - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

English Learner Progress Indicator

Carmela ES - English Learners

McKibben ES - English Learners
Loma Vista ES - English Learners
Los Altos ES - English Learners

Suspension Rate Indicator
Richard Graves MS – English Learners and Socioeconomically Disadvantaged

Chronic Absenteeism Indicator
Lake Marie ES – Students with Disabilities
Loma Vista ES - Homeless
Richard Graves MS – English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

The district continues to make absenteeism a focus and a priority (Goal 4 Action 5). The district constructed a three-tiered system of support to keep students engaged even after distance learning, which incorporated mental health support. SWSD hired 4 LCSWs and 3 MSWs to support every school with mental health concerns after the pandemic. This has increased from the previous year. SWSD has focused on the implementation of PBIS supports, other means of correction, and building a multi-tiered model to support the social-emotional and behavioral needs of the students (Goal 5 Actions 1, 2, 3, 4 and 5). The method by which we plan to maintain success is by refining structures in the Multi-tiered system of support across the schools in our district that we started last year. We continued with the 14 interventionists to support this vision. In addition, we have refined the training of the instructional aides that we hired. The support that our community liaisons offer increased with the additional hours we added, and refined the practices and support for the middle school. In order to support the teachers in instruction, the MTSS TOSA and Technology TOSA we hired last year have provided intentional training for teachers, interventionist, and classified staff. That being said, the need has shifted to ensure adequate support for English Learners, therefore the additional actions to support language acquisition instruction, monitoring and consistency of practice have been developed (Goal 2 Action 6; Goal 3 Actions 5 & 6)

Together, the additional personnel support the implementation, progress monitoring, analyzing data, professional development, and implementing assessments that will continue to support student success. Since the implementation of these new hires and programs, we have seen growth in math scores and social-emotional successes with our students. Our LCSWs and MSWs have offered a variety of opportunities for the students in our district to access support. In addition, the families in our community have had access to the Family Resource Center where families can access tutoring for their children, counseling for themselves and their children, and resources that have empowered our families to seek employment in our community. We are happy to report that these services will continue into the 2024-2025 school year. We stayed the course with our instructional focus this year. We continued our districtwide focus around the area of mathematics and developing our Professional Learning Communities (PLCs). This area was identified as an area of need during the 2021-2022 school year. Based on our Star 360 assessments in math during the Spring of 2022, 17.5% of our students scored proficient in Math. In spring of 2023, our students increased from 17.5% proficient to 21.3% on the Star 360 assessments with a year-to-date growth of 3.8%. This spring, 2024, our students scored 44.4% proficient on the Star 360 Math with a year-to-date growth of 23.1%. Our scores doubled. Our goal is to continue our trajectory on increasing math scores in our district. In order to accelerate learning for our students, we will continue the strategic and intense first good instruction in classrooms and follow up with intentional intervention for students not performing at grade level and progress monitoring during the school day by continuing with research-based math professional development.

During the 2022-2023 school year, we added an art, music, and PE teacher for our students in grades K-3 while teachers collaborate to analyze data, monitor progress, and plan for instruction. During the 2023-2024 we increased the VaPA services to students in grades 4-6. The data chats that were implemented have supported teachers and principals in the process of progress monitoring, identifying clear interventions for students, and increasing teacher understanding of strong instructional practices, skills, and strategies. Additionally, the PLC process has reinforced how principals facilitate their Instructional Leadership Teams (ILTs) and has refined the collaboration process between each grade-level team. These practices have brought clarity to identifying district-wide collective commitments. Last year as a district we identified essential standards for every grade level and continued implementing the essential standards in every classroom. Collectively, these systems that have been implemented continue to benefit the process of a strong instructional approach toward academic achievement. This work will continue into the 2024-2025 school year.

Reflections: Technical Assistance

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

South Whittier School District fell into differentiated assistance based on the following:
Students with disabilities-Chronic Absenteeism and CAASPP ELA & Math
Foster Youth-Chronic Absenteeism and suspension Rate

An area for significant improvement based on a review of the Dashboard and local data are all indicators related to our students with special needs population. Based on current data, the district has been identified for Differentiated Assistance for Students with Disabilities and Foster Youth. This is being addressed in Goal 4 Action 5. The district has instilled practices such as re-evaluating our instructional practices in special education classrooms and investing in community liaisons (Goal 4 action 3) to progress monitor the well-being of our homeless youth. Overall, SWSD is working to increase the number of students who are proficient in English and Math on the CAASPP assessment. Based on our STAR 360 assessment, our students were 27.3% proficient in ELA on the 2023 Spring assessments and our English learners were 7.1% proficient in ELA. In math, 21.3% of our students scored proficient in Math and 7.5% of our English learners scored proficient. In order to accelerate learning for our students, we will continue the strategic and intense intervention for students not performing at grade level and progress monitoring during the school day. We will also continue to extend the length of the school day at the middle school.

Opportunities include continued support for the implementation of Cognitively Guided Instruction (CGI) and Writer's Workshop with different support for special education teachers. Teachers participate in lab study work with professional developers to receive in classroom learning with timely feedback. The district is addressing Differentiated Assistance by investing in the learning of Professional Learning Communities (PLC) model (Goal 2 Action 1 and Goal 3 Action 4). This model provides common understanding for collaboration, leading with vision, analyzing data and reacting to instruction. Part of that work is the weekly data chats all grade levels in ES and bi-monthly for departments at the MS allow staff to monitor progress in both ELA and Math for these targeted subgroups. 2nd year PLC at MS. Structures for teachers to collaborate, data chats. In addition, to address Chronic Absenteeism, a task force for attendance has been established to address the high needs of Foster Youth, which will also support Students with Disabilities (Goal 4 Action 5). The task force works alongside site staff and families to review data to ensure better communication, positive attendance incentives and recognition and removing barriers to assist students to have positive attendance.

Summer school will focus on mitigating learning loss in ELA and Math for all students in grades 1-7th grade. Additional hours and staff were provided to our students with disabilities to offer the support that they need within the school year. An additional need to add teacher collaboration time was identified therefore in the 2023-2024 school year, our students in grades 4th-6th grade were included in the data chats process while their students receive art, music, and dance instruction. During the 2024-2025 school year, teachers will continue to engage in collaboration time to analyze data, progress monitor, and plan for instruction. In the identified needs, the steps taken to address those areas include the special education department working with LACOE to ensure we improve the identified need around the area of our special education population by ensuring that teachers receive adequate professional development to improve the needs that are identified in our data. For math, we will continue our district-wide focus around mathematics where every teacher, interventionist, and special education teacher participates in coaching cycles, lab days, and lesson studies. In order to shore up our ELA scores, all TK-6th grade teachers will launch a focus on writing with a specific focus on students with disabilities and foster youth by providing personalized learning opportunities based on their need.. Teachers will continue to receive systematic, researched-based strategies in teaching the craft of writing. Each elementary school will engage in 10 days of personalized professional development around the area of writing. In addition, teachers will continue to have more collaboration time and professional development opportunities through the PLC process. These are our area of focus of the work we have completed with our LACOE Partner.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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, parents, principals, other administrators,community members, SELPA Director, other certificated staff, classified staff, Union representatives	Session #1 on October 29, 2023 Review Norms Review Goals and Academic Outcomes from 2023-2024 Learn and review California School Dashboard-State & Local Indicators Review Parent, Student, Staff Surveys Review 2021-2024 Goals
Teachers, students, parents, principals, other administrators,community members, SELPA Director, other certificated staff, classified staff, Union representatives	Session #2 on November 7, 2023 Review Norms Review Purpose and LCAP Process Review LCAP, Goals, Metrics and Actions Activity: Review of Action Items and Provide Input Closing Share Out
Teachers, students, parents, principals, other administrators,community members, SELPA Director, other certificated staff, classified staff, Union representatives	Session #3 on January 23, 2024 Review Norms Review Purpose and LCAP Process Review LCAP, Goals, Metrics and Actions Activity: Prioritize Actions/Services 2024-2027 Closing Share Out Reflect on LCAP Process

Educational Partner(s)	Process for Engagement
Teachers, students, parents, principals, other administrators, community members, SELPA Director, other certificated staff, classified staff, Union representatives	Session #4 on April 4, 2024 Review Norms Review Purpose and LCAP Process Recap 2023-2024 LCAP Input Meetings Local Control Formula Overview Overview of Revision of Goals, Actions, and Proposed Budget Next Steps and Closing

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

We established a structured approach to engage Educator Partners in the Local Control and Accountability Plan (LCAP) process, starting from fall 2023. The LCAP sessions serve as a platform for various educator partners groups to contribute to the development and refinement of the plan. Involving a diverse range of educator partners, including students, teachers, parents, administrators, staff, community members, and the SELPA Director, ensures that the plan reflects a comprehensive understanding of the needs and priorities of the educational community. This collaborative effort is essential for creating an inclusive and effective LCAP that addresses the unique requirements of the district or organization.

SWSD prioritizes extensive community engagement in its LCAP process. The involvement of the Parent Advisory Committee and District English Learner Advisory Committee, which include representation from various student demographics, ensures that the perspectives of diverse student groups are considered. The superintendent's direct engagement with these committees further facilitates open communication and transparency. Providing public access to the minutes of these meetings through the superintendent's office demonstrates a commitment to transparency and accountability. This allows educator partners, to review the discussions and decisions made during these sessions. Additionally, the opportunity for educator partners to provide comments, feedback, and questions during the presentation of the LCAP to the board of education and the community further emphasizes inclusivity in the decision-making process. Notification through the district website ensures that all stakeholders are informed of how to participate in the public hearing and contribute their input. Furthermore, the mechanism for educator partners to submit written comments and questions for clarification through various channels, including the superintendent's office, parents, DELAC, and the Parent Advisory Council, reflects a responsive approach to addressing concerns and providing necessary information. Overall, SWSD's approach to engaging educator partners and other stakeholders in the LCAP process appears comprehensive and inclusive, fostering collaboration and accountability within the educational community.

Quantitative and qualitative metrics used for the LCAP goal-setting and revision process included:

2023-24 Local Control and Accountability Plan for South Whittier School District

- Student demographic data (ethnicity, home language/proficiency, and socioeconomic status).
- Reflection on the last analysis of California School Dashboard data (2022-2023)
- Student language proficiency/growth data on the summative English Language Proficiency Assessment of California (ELPAC)

(2022-23).

Standardized student academic achievement data on the State Smarter Balanced Assessments Consortium (SBAC) tests for students in grades 3-6 (2022-23)

- Student performance on local academic proficiency measures, including the STAR 360 diagnostic and progress monitoring assessments in Reading and Mathematics and South Whittier School District interim assessments.
- Student, parent, and staff survey data (California CalSCHLS Survey).
- Student attendance and discipline data.
- Williams site visit review data (condition of facilities/sufficiency of textbooks)

Educator Partners' input influenced LCAP development by ensuring that the following actions and services are maintained and some new actions to include . Some of the aspects of the LCAP that were influenced by educator partners' input include the following:

Goal 1:

- Instructional materials condensed to provide clarity
- Extra Pay assignments reallocated for specificity
- LCSW & P/T Intervention Support moved to Goal 5
- F/T Intervention support moved to one time funds
- VaPA & Instructional Technology moved to Goal 2
- Partial fund F/T District Nurse
- Review library FTE by enrollment
- School Psychologist/BCBA Support - one time funds
- Clerk Typist moved to Goal 5

Goal 2:

- Invest in Instructional Leadership Teams
- Review 1:1 policies chromebooks
- Moved intervention/enrichment to MTSS Goal 5
- Evaluate the impact of AVID on student achievement
- PBIS leads moved to Goal 5
- VaPA TOSA and Middle School Music Teacher
- Move VaPA Elementary Art, Music, Dance and % of MS Music moved to Prop 28 funding
- Multilingual (English Learner) TOSA

Goal 3:

- Review impact of Professional Development
- Intentional Professional Development
- Differentiated Professional Development for Classified jobs
- Increase Professional Development for supporting English Learners and speciality areas (science, SWD, VaPA)

Goal 4:

- Consider other forms of communication - phone/voice messages
- Support for Attendance includes the Attendance Task Force; site support for incentives and engagement efforts
- Utilize Parent Square more effectively
- Target Chronic Absenteeism along with Truancy
- Review contract and services with current PR specialist
- Full time positions for site and district liaisons maintained utilizing one time funds
- Consider liaison FTE by site enrollment
- Increase transportation

Goal 5:

- Goal 5.1 Improve School Climate includes Anti-Bullying Materials and Supplies
- Part Time Interventionists moved from goal 1 to goal 5; additional intervention support provided through other categorical funds
- School Psychologist/BCBA - one time funds
- Consider behavior support specialist (BCBA)
- Licensed Clinical Social Workers - Moved from Goal 1 to Goal 5
- Additional categorical funds used to continue level of support 1 LCSW/MSW per site

Educator Partners meeting dates, community involvement activities, data, presentations, and other LCAP informational resources are posted on the South Whittier School District web page for access by our employees, community, and public, and can be accessed using the link: www.swhittier.k12.ca.us

Public Hearing Date: June 11, 2024
Board Approval Date: June 18, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create a standards-based learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

<p>Highly qualified teachers serve as the cornerstone of effective education, facilitating learning experiences for our students on a daily basis. By ensuring that teachers are appropriately credentialed, engaged in ongoing professional growth, and supported to maintain optimal class sizes, we are able to to continue to create environments conducive to student success.</p> <p>A standards-aligned, high-quality curriculum is paramount in delivering effective instruction that meets the diverse needs of our student body. Through an emphasis on rigorous first instruction and data-driven decision-making, we ensure that all students have access to the educational resources necessary for their academic growth and achievement.</p> <p>The safety and well-being of our students and staff are non-negotiable priorities. Maintaining school facilities in good repair is essential to providing a conducive learning environment. Periodic updates to communication and maintenance systems, alongside upgrades to internet and utility infrastructure, are imperative to support the evolving technological needs of our district and ensure safe and efficient learning environments.</p> <p>The chosen metrics serve as vital tools for monitoring progress toward Goal 1. The School Accountability Report Cards (SARCs) provides insights into the upkeep of our facilities, ensuring they remain conducive to learning. Monitoring access to standards-aligned materials and the credentialing status of teachers enables us to gauge the effectiveness of our instructional programs and the qualifications of our educators. Additionally, tracking class size averages in TK-3 grades allows us to assess our efforts in providing optimal learning environments, with the aim of maintaining or reducing class sizes to enhance student-teacher interactions and individualized support. These metrics collectively inform our decision-making processes, informing any adjustments to ensure continued progress toward Goal 1. By emphasizing the aspect within Goal 1, we acknowledge the importance of not only striving for continuous improvement but also safeguarding the gains already made to ensure sustained success for all students.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Accountability Report Card (SARC) - Appropriately assigned and fully credentialed teachers (Priority 1)	100% of SWSD teachers are appropriately assigned and credentialed in 2022-2023.			The District will maintain a record of 100% appropriately assigned and credentialed teachers on staffing reports.	
1.2	School Accountability Report Card (SARC) - Access to standards aligned instructional materials (Priority 1)	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2023-2024.			District will maintain a record of "0% lacking" on SARC instructional materials reports for all schools.	
1.3	School Accountability Report Card (SARC) - Facility Inspection Tool (FIT) - Maintained in Good Repair (Priority 1)	All District facilities maintained and in good repair on FIT 2023-2024 reports.			All District facilities will maintain and in good repair on FIT reports.	
1.4	Educational Partners CaHealthyKids Survey Data - Clean and Well-Maintained Facilities and Property (Priority 1)	<p>2023-2024 CaHealthy Kids Survey:</p> <p>88% of parents "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."</p> <p>49% of 5th and 6th grade students responded "yes most of the time" or "yes, all of</p>			<p>CaHealthy Kids Survey:</p> <p>Maintain 88% or increase the % of parents that "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the time" in response to the question: "Is your school building neat and clean?"</p> <p>25% of 7th grade students "agree" or "strongly agree" with the statement "My school is usually clean and tidy."</p> <p>89% of staff "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."</p>			<p>Increase to 80% of 5th and 6th grade students responding "yes most of the time" or "yes, all of the time" in response to the question: "Is your school building neat and clean?"</p> <p>Increase to 60% of 7th grade students "agree" or "strongly agree" with the statement "My school is usually clean and tidy."</p> <p>Maintain 89% or increase the % of staff that "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."</p>	
1.5	2024-Local Indicators: Self-Evaluation Tool for Implementation of CA Standards (Priority 2)	2023-2024 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Full			2026-2027 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation for ELA, ELD & Math Standards 2023-2024 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Initial Implementation of Science Standards and Social Studies			remain at Full Implementation for ELA , ELD & Math Standards 2026-2027 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) will move into Full Implementation of Science Standards and Social Studies	
1.6	Class Siza Averages TK-3rd Grades (Priority 2)	Class size averages for 2023-2024 for TK-3rd classes was 22.7			District will maintain class sizes in alignment with Grade Span Adjustment requirements and established staffing agreements.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High-Quality Instruction	A high-quality learning experience through a board course of study and full implementation of the Common Core Standards will be provided for all students. This includes designatd and integrated ELD for English Learners and LTELs. High-quality teachers and site level administrators will be provided to help students reach their full potential through their learning experience.	\$16,611,520.00	No
1.2	Classified and Certificated Management	n order to support Action 1, there is a need to hire classified and certificated management. Classified and certificated management will be provided to lead, manage, and run the high-quality learning experiences for our students.	\$2,275,520.00	No
1.3	Summer Planning for Learners	Certificated staff will be allocated extra pay hours to plan ELA, Math, and ELD curriculum, focusing on the specific needs of Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED). This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator on the Dashboard.	\$300,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Library Access	Library clerks will provide regular access to organize school libraries for students, extend library hours for families, and assist with reading incentive programs, leveled reading access, and technology resources for research, targeting low-income students.	\$479,186.00	Yes
1.5	District Support Staff	Maintain additional maintenance person to provide additional support to sites. Maintain an automated work order system, this system provides an efficient way to track and effectively provide maintenance service to all our sites. The system will prioritize work orders to ensure timely response to emergencies and needed repairs as per William's requirements. Maintenance and Operations personnel: One position will be a split Maintenance/Gardener position.	\$1,384,809.00	No
1.6	District Secretary Business/ Maintenance and Operations Secretary	The position will serve both maintenance, operations, and business departments. Secretary will facilitate the organization of increase and improved services to all sites.	\$87,439.00	No
1.7	Standards Aligned Textbooks and Materials	Students will be provided a high-quality, standards-aligned instructional materials and textbooks. Instructional materials and standard-based textbooks will be purchased annually in alignment with State and local adoption criteria and timelines. This includes the cost of annual consumables for all content areas.	\$100,000.00	No
1.8	Campus Supervision	Additional campus supervisors will provide increased supervision and support for low-income students before school, after school, and during nutrition and lunch breaks at the middle school, supporting English Learners (ELs) and Socioeconomically Disadvantaged (SED) students to enhance safety and improve school culture and climate.	\$111,121.00	Yes
1.9	Personalized Learning Support	Teachers will implement small class sizes to provide personalized learning for K-3 students, with a focus on the language needs of the English	\$612,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners (ELs), through small group instruction, progress monitoring, frequent assessments, and targeted support in phonemic awareness, phonics, early literacy, and foundational math skills.		
1.10	Classroom Environment	Purchase furniture collaborative spaces flexible seating. The furniture in some of our classrooms is outdated, uncomfortable, and in need of either repair or replacement. We will purchase furniture that will support opportunities for collaborative groups, and small group instruction, and provide an opportunity for a deeper use of technology. This will be effective in the outcomes of student achievement because students will be able to focus on instruction while being in a comfortable learning environment that represents a collaborative setting that supports access to 21st-century classrooms. Purchases will be done in phases based on available funding.	\$150,000.00	No
1.11	District Nurse	The full-time district nurse will provide increased and improved services to low-income students and their families by offering resources and parent workshops on health and safety, nutrition, vaccinations, and social-emotional support, aiming to improve student health and regular school attendance.	\$91,884.00	Yes
1.12	Instructional Materials/Supplies - Math and Writing	Instructional materials and supplies, including writing materials and math manipulatives, will be provided to low-income students to build foundational literacy and math skills, addressing the lack of early learning opportunities and hands-on learning resources. This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator on the Dashboard.	\$60,000.00	Yes
1.13	Student Learning Support	Instructional TOSA, and 15% of the Resource Specialists (RSP) teachers will provide enhanced services focusing on English learners and low-income students. A TOSA will oversee progress monitoring, deliver tailored professional development and ensure appropriate accommodations and modifications for instruction and assessment related to the MTSS program. Resource Specialists will engage in the MTSS rotation, offering	\$285,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interventions tailored to low-income and EL students and providing individualized support in reading and writing for unduplicated groups.		
1.14	School Psychologists	School psychologists will provide support for school culture and climate, contributing to creating a safe learning environment. They will participate in PBIS site teams and assist with implementation plans. Additionally, psychologists and psychologist interns will enhance services at all sites, specifically targeting low-income students within the multi-tiered system of support. They will conduct social-emotional activities for these students, with their impact measured through PBIS data collection processes.	\$195,295.00	Yes
1.15	Extended DayTK/Kindergarten	Teachers will extend the kindergarten day by 33% (beyond the required number of minutes) to provide personalized learning for English Language Learners (ELs). They will connect lessons to language objectives, aiming to improve academic outcomes for ELs.	\$602,227.00	Yes
1.16	Instructional Materials/Supplies	Each teacher serving low-poverty and foster youth students will receive \$100 for supplemental instructional materials tied to the curriculum necessary for implementing Common Core State Standards and fostering 21st-century skills.	\$40,000.00	Yes
1.17	Instructional Support Staff (Paraprofessionals)	Instructional support staff (Paraprofessionals) will provide intervention support within the classroom and after-school for unduplicated groups, focusing on low-income students impacted by poverty, trauma, and homelessness. This additional support aligns with the Multi-Tiered System of Support and aims to increase student academic achievement in math and literacy.	\$474,665.00	Yes
1.18	Middle School Counselor	Middle school counselors will continue to develop and expand a comprehensive mental health program to support low-income students affected by trauma, poverty, and homelessness. They will focus on	\$160,415.00	Yes

Action #	Title	Description	Total Funds	Contributing
		fostering a positive culture and climate to create a safe learning environment for unduplicated students.		
1.19	NGSS Science Support	The district will allocate funds for hands-on science materials will benefit low-income students. Additionally, support will be provided for low-income and foster youth students to attend 6th-grade science camp, covering registration, transportation, and supplies to enhance their engagement and outdoor learning experience.	\$60,000.00	Yes
1.20	Access to Health Support	Health Clerks will provide increased services and act as liaisons between the district nurse and the community to offer additional health education to low-income students. They will also make referrals to community agencies for basic health services such as vision, hearing, dental, and mental health care for unduplicated students. This action is also addressing the schools and student groups that received the lowest performance level for Chronic Absenteeism Indicator on the Dashboard.	\$525,439.00	Yes
1.21	Physical Education Support and Collaboration	Physical Education teachers for schools and Physical Education Instructional Aides will provide increased services for low-income students, supplementing those provided by classroom teachers. This will allow teachers and administrators regular collaboration time to review hone in on student data in order to adjust instruction.	\$597,093.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data from the 2022-2023 SBAC and California School Dashboard indicate a trend of positive growth, but does highlight a concerning achievement gap for English learners (EL), socio-economically disadvantaged (SED) students, and students with disabilities (SWD) in the District. As reported on the 2023 CA Dashboard, the academic indicator for SWSD is "red" or "very low" for ELs and SWD in ELA and Math. Across various schools and subgroups, specific challenges are evident. Graves Middle School, Carmela, and Los Altos all scored 'very low' in academic indicators for ELA and Math. At Graves Middle School, Math indicates a "very low" status across all student groups, including EL, SWD, SED, and Hispanic (HI) students, while ELA proficiency indicates "very low" for EL and SWD students. Similarly, at Carmela, ELA indicates a "very low" status for EL and SWD students and at Los Altos ELA indicates "very low" for EL students.

Overall, the data from the 2022-2023 academic year reveals a positive increase in performance levels among our district's students, with 31.86% of all district students met or exceeded standards in ELA, while 20.30% achieved the same in math. These figures fall below the state averages of 46.66% for ELA and 34.62% for math, indicating a significant need for improvement with the ultimate goal of achieving academic proficiency for all students. Specifically, the data shows that 6.36% of EL students met or exceeded the ELA standard, and 19.9% achieved the same in mathematics. Furthermore, 30.62% of socio-economically disadvantaged (SED) students met or exceeded the standard in mathematics. Additionally, 5.62% of students with disabilities (SWD) met or exceeded the standard in ELA, with 5.03% achieving the same in math. English learners, Hispanic, homeless, and socioeconomically disadvantaged groups are all classified in the orange performance level in both ELA and math, indicating areas requiring urgent attention.

The California School Dashboard reported that 38.5% of the District's English learners (ELs) were making progress toward English language proficiency. Additionally, English Learners scored 'red' or 'very low' on the English Learner Progress Indicator, as did the following schools: Carmela, Loma Vista, Los Altos, and McKibben. The reclassification rate as Fluent English Proficient (RFEP) in 2022-23 was 12.9%, falling below both the County and State averages of 19.4% and 15.8%, respectively. Given these findings, it's clear that there's an ongoing need and commitment to closing the achievement gap across student subgroups and ensuring adequate growth for all students. Our plan to improve academic performance and language proficiency will be supported by actions that enhance student learning. Progress toward our goals will be measured using the identified metrics, with monitoring taking place through the broad course of study during the 2024-2025 school year, encompassing all schools in the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Assessment - English Language Arts (SBAC – ELA) (Priority 4)	SBAC - ELA (2022-23): Overall: 31.68% met or exceeded standards ELs: 6.36% met or exceeded standards LTELs: 0.0% met or exceeded standards SED: 30.62% met or exceeded standards SWD: 5.62% met or exceeded standards Hispanic: 36.08% met or exceeded standards			SBAC - ELA (2025-26): Increase the % of students meeting or exceeding standard by 10% by Spring 2026. Overall: 41.68% met or exceeded standards ELs: 16.36% met or exceeded standards LTELs: 10.0% met or exceeded standards SED: 40.62% met or exceeded standards SWD: 15.62% met or exceeded standards Hispanic: 46.08% met or exceeded standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State Assessment - Mathematics (SBAC – Math) (Priority 4)	SBAC - Math (2022-23): Overall: 20.30% met or exceeded standards ELs: 5.8% met or exceeded standards LTELs: 2.78% met or exceeded standards SED: 19.9% met or exceeded standards SWD: 5.03% met or exceeded standards Hispanic: 22.69% met or exceeded standards			SBAC - Math (2025-26): Increase the % of students meeting or exceeding standard by 10% by Spring 2026. Overall: 30.30% met or exceeded standards ELs: 15.8% met or exceeded standards LTELs: 12.78% met or exceeded standards SED: 29.9% met or exceeded standards SWD: 15.03% met or exceeded standards Hispanic: 32.69% met or exceeded standards	
2.3	State Assessment - CAST (SBAC-Science) (Priority 4)	SBAC - CAST(2022-23):			SBAC - CAST(2025-26):	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Overall: 12.5% met or exceeded standards ELs: 0.72% met or exceeded standards</p> <p>LTELs: 0.0% met or exceeded standards</p> <p>SED: 12.09% met or exceeded standards</p> <p>SWD: 3.64% met or exceeded standards</p>			<p>Increase the % of students meeting or exceeding standard by 10% by Spring 2026.</p> <p>Overall: 22.5% met or exceeded standards</p> <p>ELs: 10.72% met or exceeded standards</p> <p>LTELs: 10.0% met or exceeded standards</p> <p>SED: 22.09% met or exceeded standards</p> <p>SWD: 13.64% met or exceeded standards</p>	
2.4	Local Reading and Math Assessment: STAR 360 Diagnostic	<p>STAR 360 End of Trimester 2 (2023-2024)</p> <p>Reading 3rd-8th Grades All students - 26.2% meeting or exceeding standard ELs - 4.43% meeting or exceeding standard</p>			<p>STAR 360 End of Trimester 2 (2026-2027)</p> <p>Reading 3rd-8th Grades All students - 36.2% meeting or exceeding standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SWD - 20% meeting or exceeding standard EL/SWD - 4.35% meeting or exceeding standard SED: 10.74% meeting or exceeding standard FY: 0.06% meeting or exceeding standard</p> <p>Math 3rd-8th Grades All students - 14.42% meeting or exceeding standard ELs - 6.2% meeting or exceeding standard SWD - 18.81% meeting or exceeding standard EL/SWD - 4.08% meeting or exceeding standard SED: 14.14% meeting or exceeding standard FY: 0.00% meeting or exceeding standard</p>			<p>ELs - 14.43% meeting or exceeding standard SWD - 30% meeting or exceeding standard EL/SWD - 14.35% meeting or exceeding standard SED: 20.74% meeting or exceeding standard FY: 10.06% meeting or exceeding standard</p> <p>Math 3rd-8th Grades All students - 24.42% meeting or exceeding standard ELs - 16.2% meeting or exceeding standard SWD - 28.81% meeting or exceeding standard EL/SWD - 14.08% meeting or</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					exceeding standard SED: 24.14% meeting or exceeding standard FY: 10.0% meeting or exceeding standard	
2.5	State Assessment: English Language Proficiency Assessment of California (ELPAC)	Summative ELPAC - 2022-23 9.55% Level 4(Proficient/Well Developed) 32.13% Level 3 (Moderately Developed) 34.73% Level 2 (Somewhat Developed) 23.59% Level 1 (Minimally Developed)			By Spring 2026, SWSD will increase the % of ELs scoring proficient on the Summative ELPAC by 30%, for a total of 40% of ELs scoring proficient on the Summative ELPAC.	
2.6	CA Dashboard: English Language Proficiency Indicator (Priority 4)	California School Dashboard: The percentage of ELs making progress towards English proficiency in was 38.5%, which is a State performance level of "red" (2022-23).			By Spring 2026, the percentage of ELs making progress towards English proficiency will increase to 60% or better with a State performance level of "green".	
2.7	Reclassification Rate (Priority 4)	The percentage of students Reclassified as Fluent English Proficient (RFEP) in			The percentage of students Reclassified as Fluent English Proficient (RFEP)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 was 12.9% (CALPADS).			in 2025-26 will increase by 5%.	
2.8	Data Quest: LTELs	2022-23 At Risk 4-5 years - 11.9% LTEL 6+ years - 7.6%			Decrease the % of EL students that are categorized as At Risk 4-5 years or LTEL 6+ years by a minimum of 5%.	
2.9	Access to and Enrollment in Broad Course of Study (Priority 7 & 8)	<p>The percentage of students participating in advance courses for 2023-24: Accelerated Math one course offered to each grade level: 7th Grade 13.18% 8th Grade 9.4% Honors English one course offered to 8th Graders 7th Grade 0% 8th Grade 11.41%</p> <p>Percentage of students participating in VaPA: Elementary School: 98.68% of elementary students in SWSD participate in VaPA Middle School: 23.96% of all middle school students participate in VaPA</p> <p>Percentage of students participating in AVID:</p>			<p>Maintain the percentage of students participating in advance courses for 2025-26: Accelerated Math one course offered to each grade level: 7th Grade 13.18% 8th Grade 9.4% Honors English one course offered to 8th Graders 7th Grade 0% 8th Grade 11.41%</p> <p>Maintain the percentage of students participating in Elementary School VaPA; Increase the percentage of students participating in</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary School: 55.64% of Los Altos students participate in AVID, 15.19% of all SWSD Elementary School students participate in AVID Middle School: 22.86% of all middle school students participate in AVID			Middle School VaPA programming to 30%. Maintain the percentage of students participating in AVID: Elementary School: 55.64% of Los Altos students participate in AVID, 20.19% of all SWSD Elementary School students participate in AVID Middle School: 26.86% of all middle school students participate in AVID	
2.10	Middle School Drop Out Rate (Priority 5)	The percentage of student drop out at the middle school in 2022-23 was 0% (0 students).			District will sustain the same rate (0%) of dropout students at the middle school. (depending upon adjusted criteria established each year)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Leadership Teams	Based on the PLC model, Instructional Leadership Teams will receive substitute coverage and extra pay to participate in training to support their abilities to facilitate grade level planning focused on meeting the needs of low income students. This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator and the English Learner Progress Indicator on the Dashboard.	\$55,000.00	Yes
2.2	One to One Chromebook Program	English learners, low-income, and foster youth students were impacted instructionally during the pandemic. Many of our unduplicated students benefited from the one-to-one Chromebook program. Students were provided with Chromebooks - purchased using bond & Learning Loss Mitigation funds. Funds allocated will be used to assist with the upkeep and/or replacement of the hardware.	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Computer Supplies, Consulting Services and Classified Support	To support low-income families, technology consulting services, supplies, and classified technology support personnel, including Data Integrity Personnel, will be integrated. This initiative aims to accurately identify unduplicated student groups and address the unique challenges faced by low-income students, such as limited access to resources and achievement gaps, by providing tailored support.	\$464,228.00	Yes
2.4	Progress Monitoring	Software programs will be provided for unduplicated groups to support tutoring and data disaggregation. These tools enable ILTs and grade level teams to effectively utilize data for instructional decisions and monitor progress of subgroups (ELs, FY, and low-income). This increased support will provide targeted assistance, particularly for English learner students. This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator on the Dashboard.	\$230,754.00	Yes
2.5	AVID Program	Extra pay, conferences, contracts, and substitutes will be provided for AVID programs, tutors, conferences, workshops, materials, and supplies to support low-income students. The learning from conferences and workshops will enhance tutor expertise to effectively implement materials and supplies at the site level. Services include progress monitoring and providing skills and strategies to students in the AVID program, maintaining current support levels for AVID and AVID Excel programs at Graves Middle School and AVID elementary at Los Altos. Four AVID tutors will support tutorials.	\$51,773.00	Yes
2.6	English Learner Support	An Instructional Specialist English Learners (TOSA) and English Language Development Coordinator will be designated at each site to monitor and support English language acquisition by collaboration with district administration and site administration, ILTs and grade level teams to monitor, discuss data, develop targeted support for ELs, including	\$184,757.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LTELs. The coordinator will provide professional development for teachers to improve instructional outcomes in language, writing, and articulation skills. This action is also addressing the schools and student groups that received the lowest performance level for English Learner Progress Indicator on the Dashboard.		
2.7	Instructional Support/TOSAs	Instructional leadership teams will work alongside site-based Instructional Coaches (TOSAs) to provide additional academic support for English learners. Instructional Coaches will serve as members of the Instructional Leadership Team, assist with planning grade-level team meetings, and provide instructional coaching support based on targeted data.	\$343,942.00	Yes
2.8	Curriculum Task Force and K-8 Articulation	The Curriculum Task Force (CTF), which plays a vital role in providing direction for curriculum decisions, pacing, and assessments for both ELA and Math within the PLC model will convene during the summer, after school, and during sub release time to fulfill its responsibilities. Funds will be utilized to disseminate information to grade levels and facilitate cross-grade level articulation related to curriculum, pacing, and assessment decisions, ensuring clarity and coherence across the district.	\$72,000.00	Yes
2.9	Site Allocations	Site discretionary funds will be allocated to support academic interventions, professional development, collaboration opportunities, MTSS implementation, and family engagement services to benefit unduplicated students. Training will focus on strategies for differentiating instruction and creating positive learning environments for English Learners and low-income students, enhancing services across sites.	\$289,695.00	Yes
2.10	Technology Integration	A STEAM TOSA and site based Technology Teacher Leads will provide support with the implementation of technology as an instructional tool, including utilizing technology to create, document, and produce multimedia projects. A Technology Instructional Specialist, TOSA (33%) and site-based The Technology Teacher Leads, with support of a categorically funded Technology Instructional Specialist, TOSA, will assist their site	\$90,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrative and staff in providing direction and supporting technology integration.		
2.11	Visual and Performing Arts	One VAPA TOSA will assist with the coordination and programming of the District's VaPA program as outlined in the SWSD Strategic Arts Plan. The funds allocated will provide partial support (40%) for 1 FTE Music teacher for the Middle school and other categoricals will provide a part-time visual arts teacher. In addition, other funds have been identified to provide art, music and dance instruction for TK-6 students at the elementary sites. This action is also addressing the schools and student groups that received the lowest performance level for Suspension and Chronic Absenteeism Indicators on the Dashboard.	\$211,682.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As indicated on the CA Dashboard, our school district's overall performance in ELA is rated "orange," and "yellow" in Math, while subgroups, English Learners (ELs) and Students with Disabilities (SWD), scored in the "red" category for both ELA and Math. This underscores the critical need to empower our school faculty to cultivate a strong belief in their collective ability to positively impact student learning outcomes. Recognizing that collective teacher efficacy is the foremost predictor of student achievement (Hattie, 2016), we will prioritize professional development initiatives that bolster this belief. Through research-based strategies and targeted support tailored to address the needs of our unduplicated student groups, including ELs and SWD, we will enhance teacher and support staff effectiveness and, consequently, student success. By aligning targeted metrics with strategic actions, our district is committed to fostering a supportive environment where educators can thrive and, in turn, empower all students to reach their full potential. Through a comprehensive approach that includes professional development participation rates and structured data analysis sessions, educators are equipped with the knowledge, skills, and collaborative frameworks necessary to address the diverse needs of our student population, particularly those belonging to unduplicated student groups. With a focus on evidence-based strategies and continuous improvement, our initiatives aim to enhance educator effectiveness, build collective efficacy, and ultimately drive positive student outcomes in alignment with our goal of providing a strong educator support system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Professional Development Participation Rates: Professional Learning Communities (PLC) Training	2023-2024: 100% of SWSD Administrators and Teachers participate in Professional Learning Communities (PLC)			2026-27: The District will maintain 100% of SWSD Administrators and Teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					participate in Professional Learning Communities (PLC)	
3.2	Professional Development Participation Rates: ELA and Math Pedogogy	2023-2024: 100% of educators staff participate in training sessions for ELA and Math pedogogy			2026-27: The District will maintain 100% of educators staff participate in training sessions for ELA and Math pedogogy	
3.3	Professional Development Participation Rates: Training related to supporting behavior and socio-emotional learning	2023-2024: 100% of certificated and classified staff participate in trainings related to supporting behavior and socio-emotional learning (SEL) initiatives			2026-27: The District will maintain : 100% of certificated and classified staff participate in trainings related to supporting behavior and socio-emotional learning (SEL) initiatives	
3.4	Professional Development Participation Rates: Trainings offered to support Students with Disabilities	2023-2024: 100% of Special Education certificated and classified staff particpate in trainings related to supporting Students wtih Disabilities.			2026-27: The District will maintain 100% of Special Education certificated and classified staff particpate in trainings related to supporting Students wtih Disabilities.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Professional Development Participation Rates: Professional development to support the learning for English learners, foster youth, and low-income students	2023-2024: 100% of certificated staff participate in trainings related to supporting the learning for English learners, foster youth, and low-income students.			2026-27: The District will maintain 100% of certificated staff participate in trainings related to supporting the learning for English learners, foster youth, and low-income students.	
3.6	Professional Development Participation Rates: Professional Development to support Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion)	2023-2024: 100% of certificated staff participate in trainings related to supporting the learning of Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion).			2026-27: The District will maintain 100% of certificated staff participate in trainings related to supporting the learning of Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion).	
3.7	Data Chat Calendar: Teachers, administrators and interventionists meet on a regular basis to analyze, discuss and reflect on student assessment data.	2023-2024: 100% of SWSD teachers, administrators, and interventionist participate in data chats.			Sustain 100% participation of SWSD teachers, administrators, and interventionist participate in data chats.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development: Travel and Conference	Staff will have opportunities to attend professional development opportunities to support unduplicated student groups. Training will focus on district initiatives, research-based strategies, and identified areas of need for all stakeholders at grades K-8.	\$50,000.00	Yes
3.2	Professional Development: Certificated Collaboration and Learning	The increase school year for staff by 6 days additional time scheduled for the purpose of professional development and related activities focused on best instructional practices for low-income and English Language Learners, Examples of best instructional plans include collaboration practices among the teachers, analyzing student data, observing and implementing best practices through lesson studies, and reflecting on practices. Teacher workdays 186.	\$608,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Professional Development: Classified Collaboration and Learning	Increase school year by 6 days additional time for all instructional classified staff for the purpose of professional development and related activities that supports the needs of English learners and low-income students.	\$95,822.00	Yes
3.4	Professional Development	Contracted support for professional development will be increased to address the needs of leading within a Professional Learning Community, implementing a Balanced Literacy approach to teaching reading and writing, and developing Cognitively Guided Instruction (CGI) in conjunction with mathematical frameworks. This initiative targets all staff to enhance the learning of unduplicated pupil groups, including English learners and low-income students.	\$283,715.00	Yes
3.5	Professional Development Language Acquisition Programs	Provide targeted professional development sessions for educators to deepen their understanding and implementation of language acquisition programs tailored to Long-Term English Learners (LTELs), Newcomers, and English Learners (ELs). These sessions will emphasize evidence-based instructional strategies, culturally responsive practices, and effective assessment methods, ensuring teachers are equipped to effectively support ELs' language development throughout the district. This action is also addressing the schools and student groups that received the lowest performance level for English Learner Progress Indicator on the Dashboard.	\$65,000.00	Yes
3.6	Professional Development Dually Identified students (ELs/SWDs)	Develop and implement a comprehensive professional development program focused on equipping educators with pedagogical strategies for effectively instructing, supporting, and monitoring dually identified students (EL and SWD). This action is also addressing the schools and student groups that received the lowest performance level for ELA and English Learner Progress Indicator on the Dashboard.	\$20,000.00	Yes
3.7	Professional Development Sub	Provide substitute coverage and/or extra pay for afterschool/outside work hours opportunities for professional learning for certificated and classified staff (paraprofessionals). Professional development will focus on socio	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Release Pay and Extra Pay	emotional learning, literacy and math instruction, and content area instructional practices.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

South Whittier School District recognizes that robust parent and student engagement is fundamental to a high-quality educational program. Research shows that active parental involvement positively influences students' learning experiences, academic performance, and overall success. Therefore, we are committed to fostering meaningful partnerships with parents to support their child's educational journey.

Through comprehensive outreach efforts, including parent workshops, English as a Second Language (ESL) classes, and sessions on California State Standards, parenting strategies, and college and career readiness, we aim to equip parents with the tools and knowledge necessary to actively participate in their child's education. Additionally, we will address parents' expressed needs for learning opportunities related to technology and emotional support/self-care.

Furthermore, we understand the importance of soliciting and valuing parent input. We will actively seek feedback from parents through surveys and engagement opportunities to ensure their voices are heard and incorporated into decision-making processes. By fostering a culture of collaboration and inclusivity, we will strengthen our goals for improving academic achievement, language proficiency, student behaviors, and student attendance across the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California CalSCHL Survey - School Connectedness	Cal SCHL Survey - 2023-24 Elementary: 53% of 5th grade students and			Cal SCHL Survey - 2026-27 Elementary: The percentage of 5th	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>50% of 6th grade average reporting “Yes, most of the time” or “Yes, all of the time” on School Connectedness Scale Questions.</p> <p>Middle School: 41% of 7th grade average reporting “agree” or “strongly agree” on School Connectedness Scale Questions.</p>			<p>and 6th grade students responding to “Yes, most of the time” or “Yes, all of the time” on School Connectedness Scale Questions will increase by 20%; 73% 5th Grade, 70% 6th Grade</p> <p>Middle School: The percentage of 7th grade students responding “agree” or “strongly agree” on School Connectedness Scale Questions will increase by 20%; 61% 7th Grade</p>	
4.2	California CalSCHL Survey - Promotion of parent involvement in school (Priority 3)	<p>Cal SCHL Survey - 2023-24</p> <p>Elementary: 43% of parents report that they "strongly agree" that there is strong promotion of parental involvement.</p>			<p>Cal SCHL Survey - 2026-27</p> <p>Elementary: The percentage of parents reporting that they "strongly agree" that there is strong promotion of parental</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School: 47% of parents report that they "strongly agree" that that there is strong promotion of parental involvement.			involvement will increase to 63% Middle School: The percentage of parents reporting that they "strongly agree" that there is strong promotion of parental involvement will increase to 67%	
4.3	Californina Cal SCHL Survey- Parent feeling on school safety	<p>Cal SCHL Survey - 2023-24</p> <p>Elementary: 92% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child."</p> <p>Middle School: 83% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child."</p>			<p>Cal SCHL Survey - 2026-27</p> <p>Elementary: The percentage of parents reporting that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child" will maintain 90% or above.</p> <p>Middle School: The percentage of parents reporting that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child" will increase to 90% or above.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Californina Cal SCHL Survey-Parent feeling on decision making inclusivity (DELAC, SSC, Parent Advisory Committee)	<p>Cal SCHL Survey - 2023-24</p> <p>Elementary: 77% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions."</p> <p>88% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school."</p> <p>Middle School: 76% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions."</p> <p>78% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel</p>			<p>Cal SCHL Survey - 2026-27</p> <p>Elementary: The percentage of parents reporting that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions" will increase to 80% or higher.</p> <p>The percentage of parents reporting that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school" will increase to 90% or higher.</p> <p>Middle School: The percentage of parents reporting that they "agree" or strongly "agree" with the statement,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		welcome to participate at this school."			<p>"School actively seeks the input of parents before making important decisions" will increase to 80% or higher.</p> <p>The percentage of parents reporting that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school" will increase to 80% or higher.</p>	
4.5	Californina Cal SCHL Survey- Progress in providing families with information and resources to support student learning and development in the home	<p>Cal SCHL Survey - 2023-24</p> <p>89% of parents "agree" or "strongly agree" with the statement, "Teachers communicate with parents about what students are expected to learn in class."</p> <p>87% of parents responded "just okay" or "very well" to the statement, "Providing information about how to help your child</p>			<p>Cal SCHL Survey - 2026-27</p> <p>The percentage of parents reporting that they "agree" or "strongly agree" with the statement, "Teachers communicate with parents about what students are expected to learn in class" will increase to 90% or higher.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>with homework."</p> <p>97% of staff responded "agree" or "strongly agree" to the statement, "Teachers at this school communicate with parents about what their children are expected to learn in class."</p>			<p>The percentage of parents responding "just okay" or "very well" to the statement, "Providing information about how to help your child with homework" will increase to 90% or higher.</p> <p>The percentage of staff responding "agree" or "strongly agree" to the statement, "Teachers at this school communicate with parents about what their children are expected to learn in class" will maintain above 90%.</p>	
4.6	CALPADS - Attendance Rates (Priority %)	CALPADS Snapshot Report 14.2 Student Absenteeism - Count (EOY 3) 2022-23 - Attendance Rate - 91.6%			CALPADS Snapshot Report 14.2 Student Absenteeism - Count (EOY 3) 2026-27 - Attendance Rate will increase to 95% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	CA Dashboard - Chronic Absenteeism Rate (Priority 5)	<p>CA Dashboard - 2023</p> <p>All: 30.7% Chronically Absent - "orange" or "medium"</p> <p>FY: 50% Chronically Absent</p> <p>SWD: 41.3% Chronically Absent</p> <p>White: 44.9% Chronically Absent</p> <p>EL: 28.1% Chronically Absent</p> <p>HY: 31.3% Chronically Absent</p> <p>SED: 30.5% Chronically Absent</p> <p>Hispanic: 30.2% Chronically Absent</p>			<p>CA Dashboard - 2026 - The percentage of students that are Chronically absent will decrease by a minimum of 15%.</p> <p>All: 15.7% Chronically Absent</p> <p>FY: 35% Chronically Absent</p> <p>SWD: 26.3% Chronically Absent</p> <p>White: 29.9% Chronically Absent</p> <p>EL: 13.1% Chronically Absent</p> <p>HY: 16.3% Chronically Absent</p> <p>SED: 15.5% Chronically Absent</p> <p>Hispanic: 15.2% Chronically Absent</p>	
4.8	Californina Cal SCHL Survey - Parent Involvement in School	<p>Cal SCHL Survey - 2023-24</p> <p>Elementary:</p>			<p>Cal SCHL Survey - 2026-27</p> <p>The percentage of parents participating in</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>67% Attended a school or class event</p> <p>89% Attended a general school meeting</p> <p>20% Served as a volunteer in this child's classroom or elsewhere in the school</p> <p>88% Participated in a regularly scheduled parent-teacher conference with the child's teacher</p> <p>Middle School: 46% Attended a school or class event</p> <p>80% Attended a general school meeting</p> <p>18% Served as a volunteer in this child's classroom or elsewhere in the school</p> <p>63% Participated in a regularly scheduled parent-teacher conference with the child's teacher</p>			<p>school events, meetings, volunteerism and conferences will increase by 10%</p> <p>Elementary: 77% Attended a school or class event</p> <p>99% Attended a general school meeting</p> <p>30% Served as a volunteer in this child's classroom or elsewhere in the school</p> <p>98% Participated in a regularly scheduled parent-teacher conference with the child's teacher</p> <p>Middle School: 56% Attended a school or class event</p> <p>90% Attended a general school meeting</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>28% Served as a volunteer in this child's classroom or elsewhere in the school</p> <p>73% Participated in a regularly scheduled parent-teacher conference with the child's teacher</p>	
4.9	Californina Cal SCHL Survey- Student feeling on school safety	<p>Elementary: 54% of 5th grade students and 48% of 6th grade students responded "Yes, most of the time" or "Yes, all of the time" to the question, "Do you feel safe at school?"</p> <p>Middle School: 35% of 7th grade average responded "safe" or "very safe" to the question, "How safe do you feel when you are at school?"</p>			<p>Elementary: The percentage of students rspnding "Yes, most of the time" or "Yes, all of the time" to the question, "Do you feel safe at school?" will increase to 70% for both 5th and 6th grades.</p> <p>Middle School: The percentage of students rspnding "safe" or "very safe" to the question, "How safe do you feel when</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					you are at school?" will increase to 60%.	
4.10	Californina Cal SCHL Survey- Staff feeling on school safety	77% of staff responded "agree" or "strongly agree" to the statement, "Has sufficient resources to create a safe campus".			Ther percentage of staff responding "agree" or "strongly agree" to the statement, "Has sufficient resources to create a safe campus" will increase to a minimum of 80%.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Education Workshops	Parent education workshops will be provided for low-income students and other unduplicated groups based on parent surveys and local interests. These workshops aim to improve inclusivity and parent involvement within the school community.	\$15,000.00	Yes
4.2	Public Relations/Communication with Families	Communication to families and the in their home language, Social Media, Aeries Communication, Parent Square, Facebook, Instagram	\$80,267.00	Yes
4.3	Community Liaisons	Parent Community Liaisons at all sites will provide support for low-income families, including homeless and housing assistance. They will also offer newcomer support for English learners and provide information on social-emotional resources for foster youth.	\$221,846.00	Yes
4.4	Increased Communication	To enhance communication with families, the district will provide comprehensive written materials in multiple languages, including all critical communications like flyers and surveys, beyond standard translation requirements. The district increase the frequency of updates and utilize diverse distribution channels, such as digital platforms and resource centers. Funds for dedicated translation support personnel will provided and provide staff training on cultural competencies to ensure accurate and inclusive communication.	\$52,040.00	Yes
4.5	Support for Decreasing Chronic Absenteeism	Funds will be allocated for extra pay assignments for the Districtwide Attendance Task Force to develop support systems for unduplicated student populations, specifically FY, aiming to decrease the percentage of chronically absent students. This action is also addressing the schools and student groups that received the lowest performance level for Chronic Absenteeism Indicator on the Dashboard.	\$45,000.00	Yes
4.6	Transportation	Low income students often lack resources such as transportation due to poverty. The district provides safe and efficient transportation for our	\$215,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to promote attendance and prevent tardiness for our unduplicated population: foster youth, homeless, and low income students. By providing transportation, school attendance and improved tardiness will increase measured by attendance records.		
4.7	District Wide Community/ Family Events	The district will facilitate community and family engagement opportunities within and across sites to foster partnerships between home and school, providing low-income families with needed resources.	\$12,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for EL, LI and FY.	Broad Goal

State Priorities addressed by this goal.
Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.
<p>The development of Goal 5 arises from our recognition of the critical importance of providing comprehensive support systems to facilitate student success across academics, behavior, and social-emotional domains. Understanding the overlap between these areas, we are driven by the belief that students' holistic development is pivotal for their overall well-being and academic achievement. By implementing a multi-tiered system of support, we aim to address the diverse needs of our student population and ensure that every individual receives the necessary assistance to reach their full potential.</p> <p>Aligned with this overarching objective, our selected actions and metrics form a cohesive strategy to realize our vision. We have identified key metrics, such as suspension rates and expulsion counts from the CA Dashboard and CALPADS 7.11 Incident Result Count, to assess the effectiveness of our behavioral interventions. Additionally, we monitor school connectedness scores from the California Healthy Kids Survey and utilize the Tiered Fidelity Inventory (TFI) from PBIS Apps to ensure consistent implementation of positive behavior support practices. By diligently measuring and evaluating these metrics, we aim to refine our support system continually and empower every student to thrive academically, behaviorally, and socially.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard: Suspension Rates	2023 CA Dashboard Overall: 3.1% suspended at least one day/"low" or "orange"			Decrease the % of students that are suspended to less than 1% of the overall student population.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>FY: 14% suspended at least one day/"very low" or "red"</p> <p>EL: 2.7% suspended at least one day/"low" or "orange"</p> <p>SWD: 3.6% suspended at least one day/"low" or "orange"</p> <p>SED: 3.2% suspended at least one day/"low" or "orange"</p>			<p>Achieve "medium/high" on the CA Dashboard Indicator for Suspension Rates for the Overall and for each subgroup: FY (1%), EL (1%), SWD (1%), SED (1%)</p>	
5.2	CALPADS 7.11 Incident Result Count: Expulsion Count	2022-2023 SWSD Expulsion Count: 3			Decrease expulsion count to 0.	
5.3	CalSCHLS -School Connectedness	<p>Cal SCHL Survey - 2023-24</p> <p>Elementary 72% of 5th grade students and 53% of 6th grade students responded "Yes, most of the time" or "Yes, all of the time" to the statement, "Do the teachers and other grown-ups at school care about you?"</p> <p>58% of 5th/6th grade students and 41% of</p>			<p>Increase the % of 5th and 6th graders that respond "Yes, most of the time" or "Yes, all of the time" to the statement, "Do the teachers and other grown-ups at school care about you?" by 20%.</p> <p>Increase the average % of 5th/6th graders and SED 5th/6th</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SED 5th/6th grade students reported "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions.</p> <p>Middle School 58% of 7th grader and 41% of SED 7th graders average reporting "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions.</p>			<p>graders reporting "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions by 20%.</p> <p>Increase the average % of 7th graders and SED 7th graders reporting "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions by 20%.</p>	
5.4	PBIS Apps: Tiered Fidelity Inventory (TFI)	<p>2024 TFI Average Site Score</p> <p>Tier 1: 96.6%</p> <p>Tier 2: 51.8%</p> <p>Tier 3: 38%</p>			<p>Increase the average site score on the Tiered Fidelity Inventory (TFI) for each tier of the PBIS framework.</p> <p>All sites: Maintain 96% or higher for Tier 1</p> <p>Increase to 80% or higher for Tier 2</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Increase to 60% or higher for Tier 3	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School Climate Improvement	Materials and supplies to increase and improve services related to improving school climate and positive school attendance; PBIS Rewards, Second Step curriculum, Anti-Bullying or other identified programs and materials. Every site has established a matrix, progress monitoring tools for attendance, behavior, and restorative practices that motivate students to engage in school. This action is also addressing the schools and student groups that received the lowest performance level for Suspension Rate Indicator on the Dashboard.	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Student Services Support	Increased support in the form of additional clerks and secretaries will provide enhanced services to low-income families, including accurate record-keeping, information dissemination, and communication to ensure quicker responses to parent requests. Resources will be provided for low-income students and families, focusing on attendance support, VaPA, ELOP, and Community Schools programs.	\$131,969.00	Yes
5.3	Behavioral and Mental Health Support	Contracts will be established to procure professional development materials and supplies supporting MTSS implementation for low-income students.	\$339,239.00	Yes
5.4	MTSS Support	Site based PBIS Leads will provide leadership support for site based teams to develop their MTSS support for behaviors, SEL and mental health needs of students. In addition, a Students Services TOSA will support the middle school with PBIS and other means of correction to assist with strengthening positive behaviors and supports for students.	\$150,094.00	Yes
5.5	Wellness Services	Licensed Clinical Social Workers (LCSWs) build, plan and grow a comprehensive mental health program that includes supporting the social-emotional well-being for low income students. LCSWs will provide direct services for students, support families and provide professional learning for staff.	\$562,360.00	Yes
5.6	Part Time Interventionists	English learners often need additional academic support compared to their counterparts. Part-time hourly Interventionists will provide academic support for the unduplicated students by providing small- group instruction specific to the needs of these groups.	\$44,938.00	Yes
5.7	California Healthy Kids Survey	Cost and administration of administering the California Healthy Kids Survey for students, staff and parents	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$9683884	\$1256025

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
41.506%	0.248%	\$60,199.28	41.754%

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
Goal 1: Action 21 Goal 2: Actions 1 & 8	Action: Physical Education Support and Collaboration; Instructional Leadership Teams; Curriculum Task Force Need: As evidenced by the percentage of low-income students meeting the standard on the EOY STAR 360 in ELA (31.4%) and Math (43.3%), and corroborated by input from educational partners, there is a clear need to address the	Due to this need, Data Chat time will be provided for teachers K-8. This work will be guided by the learning and leadership of the site based Instructional Leadership Team. Substitute coverage and/or hourly extra pay for the Instructional Leadership Team to engage in learning about the Professional Learning Community (PLC) model will be provided to cover teachers to be able to engage in training, workshops, and conference attendance. In addition, extra pay will be provided for ILT	We will monitor STAR ELA and Math scores, CAASPP ELA and Math and ELPI for low-income students and for all 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
	<p>unique academic challenges faced by this group. Low-income students often require more targeted support to overcome barriers such as limited access to resources and varying levels of foundational skills.</p> <p>Scope: LEA-wide</p>	<p>members to meet regularly to learn facilitation and leadership skills and plan for grade-level team meeting. Three Physical Education teachers for elementary schools and 5 Physical Education Instructional Aides increased and improved services for low income students above that provided by classroom teacher. The additional physical education staffing will provide opportunities for teachers and administrators to have additional time to review data, collaborate around instructional practices and instructional delivery, behavior supports and interventions and provide ongoing monitoring therefore impacting overall achievement and school connectedness as measured by the STAR 360. Because we expect that all students with less than proficient STAR scores may benefit from the strategies and actions supporting low-income students, these actions are provided on a districtwide basis</p>	
Goal 4: Action 5	<p>Action: Support for Decreasing Chronic Absenteeism</p> <p>Need: Based on the CA dashboard, the chronic absenteeism rate for all students fell into the orange performance level and declined 2.7%. While FY fell into the very low or red at 50%. This groups face unique challenges such as unstable living conditions, and economic hardships that contribute to higher absenteeism rates. Feedback from educator partners underscores the urgent need to educate families about the importance of regular attendance and to promote positive attendance habits. Educator partner input</p>	<p>To address this need, the district will allocate funds for extra pay assignments for certificated and classified staff from across the district to lead an Attendance Task Force. This team will work to provide guidance and support to all sites in developing attendance awareness, monitoring practices and recognition/celebratory activities for students and families. Funds will be provided for materials and supplies to support these efforts. We expect that this action will decrease the percentage of chronically absent FY. However, because we expect that all students will benefit from the strategies and actions supporting FY, these actions are provided on a LEA wide basis.</p>	<p>We will monitor chronic absenteeism for all subgroups with a focus on FY students.</p> <p>By monitoring these metrics, we expect to a decrease in chronic absenteeism for FY and all students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>indicates a high need to educate families and promote positive attendance.</p> <p>Scope: LEA-wide</p>		
<p>Goal 2: Actions 6 & 7</p> <p>Goal 3: Action 5</p>	<p>Action: Multilingual Learner Support; Site Based Instructional Coaches; Professional Development Language Acquisition Programs</p> <p>Need: The distance from standard for English Learners is -72.6 in ELA which is 26.1 points lower than all students. The distance from standard for English Learners is -98.8 in Math which is 21.8 points lower than all students. In addition, the English Learner Progress Indicator (ELPI) indicated a decline of 18.8% in the percentage of ELs making progress towards language proficiency which was in the very low category on the 2023 CA Dashboard. These data points highlight the critical need to provide targeted support for ELs, who often face additional challenges such as language barriers and limited access to academic resources.</p> <p>Scope: LEA-wide</p>	To address these needs, targeted professional development for certificated staff specific language acquisition will be provided. Site based instructional coaches will provide assistance with planning, grade-level team collaboration and in class coaching support based on EL language acquisition levels. While EL site based coordinators will receive extra pay for monitoring ELs, assisting with designated ELD groupings and parent education. Because we expect that all students with less than proficient CAASPP scores may benefit from the strategies and actions supporting EL students, these actions are provided on a districtwide basis.	We will monitor CAASPP for ELs and all students and ELPAC scores for ELs.
<p>Goal 1: Actions 11 & 20</p>	<p>Action: District Nurse; Access to Health Support</p> <p>Need:</p>	To address this need, the full time district nurse will provide services to low-income students and families by providing resources, regular health and wellness information, and host workshops around	We will monitor chronic absenteeism rates for low-income students and expect a positive increase

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educator partner input indicates a need to provide access to health information, access to personnel with expertise, and resources to larger organizations for low-income students. A lack of access often reflects poorly on attendance and academic achievement. As evidenced by the percentage of low-income students categorized as chronically absent (30.5%) and the percentage meeting the standard on the EOY STAR 360 in ELA (31.4%) and in Math (43.3%).</p> <p>Scope: LEA-wide</p>	<p>health and safety, nutrition, vaccinations, and social-emotional resources. In addition, each site will have access to a Health Clerk. Health Clerks will act as a liaison between the district nurse and community to provide additional health education to low income students as well as make referrals to community agencies where basic health services, vision, hearing, dental, and mental health care can be accessed. SWSD expects that all students will benefit from the additional access to health information, support and resources, therefore these actions are provided on a districtwide basis.</p>	<p>in attendance for low-income and all students. We expect the increased attendance will have a positive impact on STAR 360 in ELA and Math for low-income and all students.</p>
<p>Goal 1: Actions 12 & 16</p>	<p>Action: Instructional Materials/Supplies - Math and Writing; Instructional Materials/Supplies - Classwallet</p> <p>Need: The percentage of low-income students meeting the standard on the EOY STAR 360 in ELA is (31.4%) and in Math is (43.3%). The percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (10.2%) and in is Math (29.6%). Low-income students often lack access to essential resources and support, while ELs are impacted academically as they navigate learning a second language.</p> <p>Scope: LEA-wide</p>	<p>Funding for instructional materials and resources, including writing materials and math manipulatives will be purchased to support the specific needs of low-income an EL students. Low income and EL students will benefit from having acces to materials needed for learning. SWSD expects that all students will benefit from the additional support and resources, therefore these actions are identified as districtwide.</p>	<p>We will monitor STAR ELA and Math scores and CAASPP ELA and Math scores for low-income and EL students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>Goal 1: Actions 3, 4, 9, & 15</p> <p>Goal 5: Action 6</p>	<p>Action: Extended DayTK/Kindergarten; Summer Planning for Learners; Library Access; Personalized Learning Support; Part Time Interventionists</p> <p>Need: On the STAR 360 Reading assessment, 10.2% of K-8 English Learners (ELs) met the standard in ELA, which is 30% lower than their non-EL peers. In addition, on the STAR 360 Math assessment, 29.6% of K-8 English Learners (ELs) met the standard in Math, which is 13.7% lower than their non-EL peers. This aligns with the CA Dashboard, which places ELs in the very low category for both ELA and Math. ELs are impacted academically as they navigate learning a second language. Additionally, input from educator partners indicates a critical need to support literacy and math across the district.</p> <p>Scope: LEA-wide</p>	<p>To address this need, the district will provide extra pay for intentional planning focused on understanding class composition and the language acquisition levels of ELs. Sites will utilize interventionists and aides to create a comprehensive program to support ELs on each campus in both ELA and Math. SWSD implements small class sizes in alignment with Grade Span Adjustment requirements and established staffing agreements. Small group support/personalized learning support for students in K-3 focusing specifically around phonemic awareness, phonics instruction, foundational skills, early literacy and number sense. Library clerks will provide access to school libraries by extending the hours to families and students, create reading incentive programs, and monitor reading activity for ELs to engage the community in literacy. Additional certificated staff will be provided to support extended day by extending the day by 33% for TK/K to ensure strong foundational skill development for both ELA and math. Teachers will provide services for ELs, by connecting lessons to language objectives thus improving academic outcomes for ELs. These actions are being implemented to increase literacy and math skills for English Learners. SWSD expects that all students will benefit from the actions listed, therefore the action is provided on a districtwide basis.</p>	<p>We will monitor the STAR 360 ELA and Math Scores and the CAASPP ELA and Math scores for ELs. The implementation of these actions will result in a positive increase on EOY STAR 360 scores in ELA and Math for English Learners K-8.</p>
<p>Goal 1: Action 18</p> <p>Goal 5:</p>	<p>Action: Middle School Counselor; Behavior and Mental Health Support; Wellness Services</p> <p>Need:</p>	<p>To address this need, the district will fund one lead Licensed Clinical Social Worker and two LCSWs to build, plan, and grow a comprehensive mental health program. LCSWs will provide direct services for students, support families and provide professional learning for staff. Contracts will also</p>	<p>We expect these actions will increase student's connectedness as measured by the CA Healthy Kids Survey,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Action 3 & 5	<p>At the elementary school, when responding to the question “Do the teachers and other grown-ups at school care about you?” on the California Healthy Kids Survey, 72% of 5th grade students and 53% of 6th grade students responded “Yes, most of the time” or Yes, all of the time'; of that 41% of low-income students reported “Pretty much true” or “Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 58%. At the middle school, 49% of 7th grade students reported “Pretty much true” or “Very much true” on the Caring Relationships Scale Questions; of that 41% of low-income students reported “Pretty much true” or “Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 58%. These responses, along with educator input, indicate a high need for mental health support, particularly for low-income students who may face additional emotional and psychological challenges.</p> <p>Scope: LEA-wide</p>	be funded for developing partnerships and professional learning related to mental health. At the middle school, two counselors will continue to build, plan, and grow a comprehensive mental health program and provide support to increase school connectedness for students. SWSD expects that all students will benefit from the actions listed, therefore the action is provided on a districtwide basis.	especially for low-income students.
Goal 4: Action 1, 2, 3, 4 & 7 Goal 5: Action 2	<p>Action: Parent Education Workshops; Public Relations/Communication with Families; Community Liaisons; Written Communication; District Wide Community/Family Events; Student Services Support</p> <p>Need:</p>	To address this need, SWSD is committed to engaging the low-income families as partners in education to feel part of the school community. Funding is allocated for parent education workshops, community/family events, student support services personnel, site based community liaisons to provide resources and connection to the school, communication tools, and support for enrollment and other procedural needs.	SWSD expects a positive increase in the percentage rate of families that agree or strongly agree that there is strong promotion of parental involvement and a positive increase in the percentage of students that feel a strong

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to the CHK survey results, 43% of elementary parents and 47% of middle school parents surveyed report that they "strongly agree" that there is strong promotion of parental involvement. The survey data points, coupled with SWSD's low-income students classified as chronically absent (30.5%) indicate a need to engage the low-income community. Educator partner input indicates a strong desire to continue to build stronger home-school communication, opportunities for parent education and engagement and District-wide community events.</p> <p>Scope: LEA-wide</p>	<p>Workshops will focus on specific needs of low-income families, including information related to schooling and homelessness, nutrition, mental health, community and technology safety and more. Community Liaisons will support low-income families with basic needs, school information, connection to community resources and be their direct connection to the school. In addition, they will assist in coordinating community and family events. Communication tools will be identified to help provide communication, both orally and written in the home language to support the home to school connection, again promoting a positive school connection and parent involvement. However, because we expect that all students and families will benefit from the increased communication, parent education and engagement efforts, these actions are provided on a districtwide basis.</p>	<p>connection to school on the CalSCHL survey.</p>
<p>Goal 1: Actions 8 & 14</p> <p>Goal 5: Actions 1 & 4</p>	<p>Action: School Psychologists; Campus Supervision; School Climate Improvement; MTSS Support</p> <p>Need: Based on the CA Dashboard, while the suspension rate for all students fell into the orange performance level and increased by 0.8%, the rates remained consistent for English Learners (ELs) and socioeconomically disadvantaged (SED) students. However, the suspension rates for foster youth (FY) fell into the red performance band and increased by 14%, indicating a critical need for targeted interventions to address their behavioral challenges. Additionally, the CA Dashboard chronic absenteeism indicators revealed that</p>	<p>To address this need, the district will allocate funds focused on increasing positive campus climate and safety. Funding will provide teachers with curriculum and materials to address SEL and Anti-Bullying needs. Additional personnel and extra pay is allocated to assist with distributing leadership and the implementation of MTSS practices at all sites. School psychologists will be partially funded to support PBIS site teams and increase access to social emotional learning for all students. At the middle school, additional campus supervisors will be funded to increase student safety during the school day. Together these supports will improve school climate and therefore increase attendance rates and decrease suspension rates. SWSD expects that all students</p>	<p>We will monitor chronic absenteeism and suspension rates all subgroups with a focus on FY. By monitoring these metrics, we expect to see a decrease in suspension rates, a decrease in chronic absenteeism, and a positive increase in attendance.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>30.7% of students are chronically absent. Foster youth students are disproportionately affected, with a significantly higher rate of 50%, while ELs and SED students performed relatively better at 30.5%. These findings underscore the urgent need for comprehensive support strategies tailored to the unique needs of each student group. Foster youth require trauma-informed care and additional counseling services to address the underlying issues contributing to their behavioral challenges, necessitating targeted family engagement initiatives and wraparound support services.</p> <p>Scope: LEA-wide</p>	<p>will benefit from the actions listed, therefore the action is provided on a districtwide basis.</p>	
<p>Goal 3: Actions 1, 2, 3, 4 & 7</p>	<p>Action: Professional Development: Travel and Conference; Professional Development: Certificated Collaboration and Learning; Professional Development: Classified Collaboration and Learning; Professional Development; Professional Development Sub Release Pay and Extra Pay</p> <p>Need: On the STAR 360 Reading assessment, 10.2% of K-8 English Learners (ELs) and 10.74% of low income students met the standard in ELA, which is lower than all students (26.2%) In addition, on the STAR 360 Math assessment, 29.6% of K-8 English Learners (ELs) and 14.14% of low income students met the standard in Math, which is</p>	<p>To address these needs, we will continue the work to develop as a Professional Learning Community (PLC), building capacity of site administrators and their teams to lead instruction. Professional development opportunities will be provided for certificated and classified staff to develop their knowledge in supporting English Learners and low-income students. Funds are allocated to provide extra pay, substitute coverage, and/or travel and conference fees for these learning opportunities. However, because we expect that all students that are less than proficient may benefit from the strategies and actions supporting EL and low income students, these actions are provided on a districtwide basis.</p>	<p>We will monitor CAASPP and STAR 360 ELA and Math scores for ELs and low-income students. We expect that this action will increase the proficiency of EL and low income students on the CAASPP ELA and Math assessments and will monitor Star Reading and Math assessments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>lower than all students. These subgroups need specialized support in language acquisition, targeted support in literacy and mathematical comprehension, necessitating targeted interventions. This indicates a high need to invest in professional development in both ELA and Math to support English and low income students.</p> <p>Scope: LEA-wide</p>		
<p>Goal 1: Action 19</p> <p>Goal 2: Action 5, 10 & 11</p>	<p>Action: AVID; Visual and Performing Arts; Technology Integration, NGSS Science Support</p> <p>Need: Input from educator partners highlights a significant need to expand educational opportunities in science, technology, art, and college and career readiness for low-income and foster youth, who often have limited access to these enrichment programs. Additionally, metrics reveal high rates of chronic absenteeism among foster youth (50%) and high rates of suspension for foster youth (14%) and low income (3.2%) students, which significantly impedes their academic engagement and progress.</p> <p>Scope: LEA-wide</p>	<p>To address the identified need for increased and improved services, funds have been allocated for various initiatives aimed at enhancing educational opportunities based on educator partner input and reducing chronic absenteeism for low income and foster youth. Specifically, funds are designated for instructional materials, including hands-on science materials, to provide engaging, hands-on experiences that support the core curriculum. Additionally, resources are allocated for a 6th-grade Science camp, covering camper registration, transportation, and necessary equipment and supplies to ensure a successful learning experience. To enrich students' experiences in visual and performing arts, SWSD will continue to provide a dedicated VAPA TOSA to develop and coordinate a comprehensive program tailored to low-income students. Furthermore, opportunities in the AVID program will be expanded at the middle school and one elementary school, guiding students towards college eligibility through tutoring, progress monitoring, and skill-building. Professional development initiatives, including</p>	<p>We will monitor attendance, chronic absenteeism for FY students as well as all students and suspension rate for low income and FY students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>onsite lab learning days, conferences, and workshops, will equip tutors with the expertise to effectively implement materials and supplies to support these groups. A STEAM TOSA will engage in professional development focused on digital technology literacy, art, science, and engineering design instruction, while also integrating technology into the curriculum to provide low-income with access to digital tools for creation, communication, and collaboration. To coordinate and amplify these efforts, an Instructional Specialist, Technology (TOSA), will provide professional learning and coaching for staff, collaborating with site Technology Teacher Leads to promote technology and data literacy, integration, and digital citizenship district-wide. These actions are being provided districtwide basis because all students will benefit from the additional opportunities in science, technology, art and college and career enrichment programs.</p>	
<p>Goal 1: Action 17</p> <p>Goal 2: Action 3 & 4</p>	<p>Action: Instructional Support Staff (Paraprofessionals); Progress Monitoring and Reporting; Computer Supplies, Consulting Services and Classified Support</p> <p>Need: Based on the CA dashboard, the suspension rate for all students fell into the orange performance level and increased .8%. This is consistent for ELs and SED students. The suspension rates for FY fell in the red performance band and increased 14%. In addition, Low-income and English learner (EL) students are frequently impacted by a lack of access to early intervention resources, which</p>	<p>Funding is allocated to provide access and support for technology, as well as to enhance data monitoring to ensure the district identifies the needs of FY students and monitors the effectiveness of interventions. By leveraging technology, the district can better track attendance, behavioral incidents, and academic progress, allowing for timely and targeted interventions. The technology will also facilitate the collection and analysis of data, ensuring continuous monitoring and adjustment of strategies to support FY, ELs, and SED students. Additionally, paraprofessional will provide targeted support for these subgroups. While the primary focus is on supporting FY, these actions will benefit all students and subgroups, making the</p>	<p>We will monitor STAR 360 ELA and math, and ELA and Math CAASPP and suspension rates for ELs, low income and FY.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>can hinder their academic progress. This is evident from the percentages of low-income students meeting the standard on the end-of-year (EOY) STAR 360 assessment in ELA (31.4%) and Math (43.3%), as well as the percentages of ELs meeting the standards in ELA (10.2%) and Math (29.6%). These disparities highlight the urgent need to address the academic needs of these student groups and underscore the urgency of implementing comprehensive support strategies tailored to the unique needs of each student group.</p> <p>Scope: LEA-wide</p>	<p>increased support for technology and data monitoring a districtwide initiative. This comprehensive approach aims to reduce suspension rates, improve attendance, and address the unique challenges faced by FY, ELs, and SED students, fostering a more supportive and equitable school environment.</p>	
<p>Goal 1: Action 13</p>	<p>Action: Student Learning Support</p> <p>Need: Low-income and English learner (EL) students are frequently impacted by a lack of access to early intervention resources, which can hinder their academic progress. This is evident from the percentages of low-income students meeting the standard on the end-of-year (EOY) STAR 360 assessment in ELA (31.4%) and Math (43.3%), as well as the percentages of ELs meeting the standards in ELA (10.2%) and Math (29.6%). There is an urgent need to address the academic needs of these student groups.</p> <p>Scope:</p>	<p>For this reason the Resource Specialist Program (15%) includes teachers that provide increased services beyond the base level of service for our at-risk students that fit in the category of low income and ELs. A TOSA will assist with organizing targeted interventions to support low income and ELs. SWSD expects that all students will benefit from the additional support and services provided by the Resource Specialist teachers, therefore these actions are provided on a districtwide basis.</p>	<p>We will monitor STAR 360 for ELA and Math for all students, ELs and low-income students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
Goal 4: Action 6	<p>Action: Transportation</p> <p>Need: Low income students often are negatively impacted by circumstances of poverty, trauma, and/or homelessness. Often resulting in a lack of transportation that adversely affects chronic absenteeism rates (30.5%) and academic progress. As evidenced by the percentage of low-income students meeting the standard on the EOY STAR 360 in ELA (31.4%) and in Math (43.3%).</p> <p>Scope: LEA-wide</p>	Low income students often lack resources such as transportation due to poverty. The district provides safe and efficient transportation for our students to promote attendance and prevent tardiness for our unduplicated population: low income students. By providing transportation, school attendance and improved tardiness will increase measured by attendance records. SWSD expects that all students will benefit from the additional services, therefore these actions are provided on a districtwide basis.	We will monitor attendance and chronic absenteeism for our low-income students as well as all students.
Goal 2: Action 9	<p>Action: Site Allocations</p> <p>Need: The CA Dashboard chronic absenteeism indicators revealed that 30.7% of students are chronically absent. Foster youth students are disproportionately affected, with a significantly higher rate of 50%, while ELs and SED students performed relatively better at 30.5%. These findings underscore the need to ensure positive school climates that are engaging and inclusive of FY, and to provide targeted interventions. The percentage of low-income students meeting the standard on the EOY STAR 360 in ELA is (31.4%) and in Math is</p>	School site allocations will address this need by providing after-school academic interventions in reading and math to FY catch up on missed instruction. Professional development will equip teachers with strategies for trauma-informed care, culturally responsive teaching, and differentiated instruction to create supportive learning environments. Additionally, weekly collaboration opportunities will enable teachers to share best practices for supporting these vulnerable populations, EL and low income. Family engagement initiatives will aim to reduce barriers to attendance by involving families in the educational process. Sites will also implement Multi-Tiered System of Supports (MTSS) to monitor and support at-risk students, and foster	We will monitor attendance and chronic absenteeism for FY as well as all students. In addition, STAR 360 ELA and math will be monitored for ELs and low income 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
	<p>(43.3%). The percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (10.2%) and in is Math (29.6%). Low-income students often lack access to essential resources and support, while ELs are impacted academically as they navigate learning a second language.</p> <p>Scope: LEA-wide</p>	social-emotional learning (SEL) and positive behavior interventions and supports (PBIS) to create a nurturing school climate. These comprehensive actions are designed to improve attendance and academic outcomes for foster youth. SWSD expects that all students will benefit from the additional service, therefore these actions are provided on a districtwide basis.	

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
Goal 3: Action 6	<p>Action: Professional Development Dually Identified Students (ELs/SWD)</p> <p>Need: English learner (EL) students are frequently impacted by a lack of access to early intervention resources, which can hinder their academic progress. This is evident from the percentages of ELs meeting the standards in ELA (10.2%) and Math (29.6%). Moreover, students that are dually identified (EL/SWD) score (4.35% ELA; 4.08% Math) significantly lower than their SWD non-EL Peers (20% ELA/18.81% Math). These disparities highlight</p>	Targeted professional learning to understanding how to support dually identified (EL, SWD) will be provided for certificated and classified staff supporting ELs. This action will provide necessary learning for enhancing pedagogical knowledge to support the diverse needs of EL students. SWSD expects that all ELs will benefit from this action, resulting in increased scores on the EOY STAR 360 in ELA and Math.	We will monitor the STAR ELA and Math scores for ELs, ELs/SWD and SWD Non-ELs and the English Language Progress Indicator.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the urgent need to address the academic needs of ELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Additional Concentration Grant Funding

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

The additional funding will be used to retain staff critical to maintaining services for foster youth, English learners, and low-income students in schools with high concentrations of these populations. Specifically, the funding will support several key initiatives. The district will extend the school day by 33% for Transitional Kindergarten (TK) and Kindergarten students, hiring five additional TK/K teachers and aides to ensure small class sizes and provide personalized learning (Goal 1 Action 15). This includes professional development for teachers focused on class composition and language acquisition levels of ELs, and interventionists to support phonemic awareness, phonics instruction, foundational skills, and early literacy. To further support early literacy and foundational skills in grades 1-3, the district will hire additional teachers to reduce class sizes and provide targeted support for English Learners and other high-need students. Professional development and intervention strategies will be employed to enhance differentiated instruction and support struggling students (Goal 1 Action 9). The funding will retain three Physical Education teachers and five PE instructional aides in elementary schools to offer comprehensive PE programs, giving classroom teachers more time to collaborate on instructional practices and monitor student progress (Goal 1 Action 21). Part-time interventionists will be retained at each campus to create comprehensive support programs for ELs, focusing on connecting lessons to language objectives to improve academic outcomes (Goal 5 Action 6). These efforts aim to enhance language acquisition and overall academic performance through targeted, personalized support, ensuring a more inclusive learning environment. By strategically retaining these essential staff members, the district aims to maintain and enhance services that address the unique needs of its high-need student populations, ultimately improving academic and socio-emotional outcomes for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:16
Staff-to-student ratio of certificated staff providing direct services to students		1:14

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23331007	9683884	41.506%	0.248%	41.754%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$24,029,523.00	\$4,709,964.00	\$1,275,961.00	\$489,524.00	\$30,504,972.00	\$28,304,421.00	\$2,200,551.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High-Quality Instruction	All	No			All Schools	24-27	\$16,611,520.00	\$0.00	\$11,541,249.00	\$4,212,373.00	\$857,898.00		\$16,611,520.00	0
1	1.2	Classified and Certificated Management	All	No			All Schools	24-27	\$2,275,520.00	\$0.00	\$1,522,354.00	\$303,278.00	\$418,063.00	\$31,825.00	\$2,275,520.00	0
1	1.3	Summer Planning for Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$286,537.00	\$13,881.00	\$300,418.00				\$300,418.00	0
1	1.4	Library Access	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$479,186.00	\$0.00	\$479,186.00				\$479,186.00	0
1	1.5	District Support Staff	All	No			All Schools	24-27	\$1,384,809.00	\$0.00	\$1,056,157.00	\$194,313.00		\$134,339.00	\$1,384,809.00	0
1	1.6	District Secretary Business/ Maintenance and Operations Secretary	All	No			All Schools	24-27	\$87,439.00	\$0.00	\$65,579.00			\$21,860.00	\$87,439.00	0
1	1.7	Standards Aligned Textbooks and Materials	All	No			All Schools	24-27	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	0
1	1.8	Campus Supervision	Foster Youth	Yes	School wide	Foster Youth	Specific Schools: Graves Middle School 7th and 8th Grades	24-27	\$111,121.00	\$0.00	\$111,121.00				\$111,121.00	0
1	1.9	Personalized Learning Support	English Learners	Yes	School wide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los Altos,	24-27	\$612,978.00	\$0.00	\$612,978.00				\$612,978.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							McKibben TK-3									
1	1.10	Classroom Enviornment	All	No				24-27	\$0.00	\$150,000.00				\$150,000.00	\$150,000.00	0
1	1.11	District Nurse	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$91,884.00	\$0.00	\$91,884.00				\$91,884.00	0
1	1.12	Instructional Materials/Supplies - Math and Writing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	0
1	1.13	Student Learning Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	\$285,837.00	\$0.00	\$285,837.00				\$285,837.00	0
1	1.14	School Psychologists	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	\$195,295.00	\$0.00	\$195,295.00				\$195,295.00	0
1	1.15	Extended DayTK/Kindergarten	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los Altos, McKibben	24-27	\$602,227.00	\$0.00	\$602,227.00				\$602,227.00	0
1	1.16	Instructional Materials/Supplies	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	0
1	1.17	Instructional Support Staff (Paraprofessionals)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	\$474,665.00	\$0.00	\$474,665.00				\$474,665.00	0
1	1.18	Middle School Counselor	Low Income	Yes	School wide	Low Income	Specific Schools: Graves Middle School	24-27	\$160,415.00	\$0.00	\$160,415.00				\$160,415.00	0
1	1.19	NGSS Science Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	24-27	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	0
1	1.20	Access to Health Support	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$525,439.00	\$0.00	\$525,439.00				\$525,439.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.21	Physical Education Support and Collaboration	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$597,093.00	\$0.00	\$597,093.00				\$597,093.00	0
2	2.1	Instructional Leadership Teams	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$55,000.00	\$0.00	\$55,000.00				\$55,000.00	0
2	2.2	One to One Chromebook Program	All	No			All Schools	24-27	\$0.00	\$150,000.00				\$150,000.00	\$150,000.00	0
2	2.3	Computer Supplies, Consulting Services and Classified Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	\$414,228.00	\$50,000.00	\$464,228.00				\$464,228.00	0
2	2.4	Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	\$0.00	\$230,754.00	\$230,754.00				\$230,754.00	0
2	2.5	AVID Program	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Graves Middle School, Los Altos Elementary School	24-27	\$16,773.00	\$35,000.00	\$51,773.00				\$51,773.00	0
2	2.6	English Learner Support	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$184,757.00	\$0.00	\$184,757.00				\$184,757.00	0
2	2.7	Instructional Support/TOSAs	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$343,942.00	\$0.00	\$343,942.00				\$343,942.00	0
2	2.8	Curriculum Task Force and K-8 Articulation	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$72,000.00	\$0.00	\$72,000.00				\$72,000.00	0
2	2.9	Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	\$139,744.00	\$149,951.00	\$289,695.00				\$289,695.00	0
2	2.10	Technology Integration	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	24-27	\$90,974.00	\$0.00	\$90,974.00				\$90,974.00	0
2	2.11	Visual and Performing Arts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	24-27	\$211,682.00	\$0.00	\$211,682.00				\$211,682.00	0
3	3.1	Professional Development: Travel and Conference	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0
3	3.2	Professional Development: Certificated	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$608,309.00	\$0.00	\$608,309.00				\$608,309.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Collaboration and Learning														
3	3.3	Professional Development: Classified Collaboration and Learning	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$95,822.00	\$0.00	\$95,822.00				\$95,822.00	0
3	3.4	Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$0.00	\$283,715.00	\$283,715.00				\$283,715.00	0
3	3.5	Professional Development Language Aquisition Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$0.00	\$65,000.00	\$65,000.00				\$65,000.00	0
3	3.6	Professional Development Dually Identified students (ELs/SWDs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-27	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0
3	3.7	Professional Development Sub Release Pay and Extra Pay	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	0
4	4.1	Parent Education Workshops	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	0
4	4.2	Public Relations/Communication with Families	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$14,667.00	\$65,600.00	\$80,267.00				\$80,267.00	0
4	4.3	Community Liaisons	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$218,846.00	\$3,000.00	\$221,846.00				\$221,846.00	0
4	4.4	Increased Communication	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$47,040.00	\$5,000.00	\$52,040.00				\$52,040.00	0
4	4.5	Support for Decreasing Chronic Absenteeism	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	\$5,000.00	\$40,000.00	\$45,000.00				\$45,000.00	0
4	4.6	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$0.00	\$215,222.00	\$215,222.00				\$215,222.00	0
4	4.7	District Wide Community/ Family Events	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$4,500.00	\$7,500.00	\$12,000.00				\$12,000.00	0
5	5.1	School Climate Improvement	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	\$20,000.00	\$40,000.00	\$60,000.00				\$60,000.00	0
5	5.2	Student Services Support	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$131,969.00	\$0.00	\$131,969.00				\$131,969.00	0
5	5.3	Behavioral and Mental Health Support	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$0.00	\$339,239.00	\$339,239.00				\$339,239.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.4	MTSS Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	\$150,094.00	\$0.00	\$150,094.00				\$150,094.00	0
5	5.5	Wellness Services	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	\$562,360.00	\$0.00	\$562,360.00				\$562,360.00	0
5	5.6	Part Time Interventionsts	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	\$34,749.00	\$10,189.00	\$44,938.00				\$44,938.00	0
5	5.7	California Healthy Kids Survey	All	No			All Schools	24-27	\$0.00	\$1,500.00				\$1,500.00	\$1,500.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23331007	9683884	41.506%	0.248%	41.754%	\$9,744,184.00	0.000%	41.765 %	Total:	\$9,744,184.00
								LEA-wide Total:	\$8,787,897.00
								Limited Total:	\$20,000.00
								Schoolwide Total:	\$936,287.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Summer Planning for Learners	Yes	LEA-wide	English Learners	All Schools	\$300,418.00	0
1	1.4	Library Access	Yes	LEA-wide	English Learners	All Schools	\$479,186.00	0
1	1.8	Campus Supervision	Yes	Schoolwide	Foster Youth	Specific Schools: Graves Middle School 7th and 8th Grades	\$111,121.00	0
1	1.9	Personalized Learning Support	Yes	Schoolwide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los Altos, McKibben TK-3	\$612,978.00	0
1	1.11	District Nurse	Yes	LEA-wide	Low Income	All Schools	\$91,884.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Instructional Materials/Supplies - Math and Writing	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,000.00	0
1	1.13	Student Learning Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$285,837.00	0
1	1.14	School Psychologists	Yes	LEA-wide	Foster Youth	All Schools	\$195,295.00	0
1	1.15	Extended DayTK/Kindergarten	Yes	LEA-wide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los Altos, McKibben	\$602,227.00	0
1	1.16	Instructional Materials/Supplies	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,000.00	0
1	1.17	Instructional Support Staff (Paraprofessionals)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$474,665.00	0
1	1.18	Middle School Counselor	Yes	Schoolwide	Low Income	Specific Schools: Graves Middle School	\$160,415.00	0
1	1.19	NGSS Science Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$60,000.00	0
1	1.20	Access to Health Support	Yes	LEA-wide	Low Income	All Schools	\$525,439.00	0
1	1.21	Physical Education Support and Collaboration	Yes	LEA-wide	Low Income	All Schools	\$597,093.00	0
2	2.1	Instructional Leadership Teams	Yes	LEA-wide	Low Income	All Schools	\$55,000.00	0
2	2.3	Computer Supplies, Consulting Services and Classified Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$464,228.00	0
2	2.4	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,754.00	0
2	2.5	AVID Program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Graves Middle School, Los Altos Elementary School	\$51,773.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	English Learner Support	Yes	LEA-wide	English Learners	All Schools	\$184,757.00	0
2	2.7	Instructional Support/TOSAs	Yes	LEA-wide	English Learners	All Schools	\$343,942.00	0
2	2.8	Curriculum Task Force and K-8 Articulation	Yes	LEA-wide	Low Income	All Schools	\$72,000.00	0
2	2.9	Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$289,695.00	0
2	2.10	Technology Integration	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$90,974.00	0
2	2.11	Visual and Performing Arts	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$211,682.00	0
3	3.1	Professional Development: Travel and Conference	Yes	LEA-wide	English Learners	All Schools	\$50,000.00	0
3	3.2	Professional Development: Certificated Collaboration and Learning	Yes	LEA-wide	English Learners	All Schools	\$608,309.00	0
3	3.3	Professional Development: Classified Collaboration and Learning	Yes	LEA-wide	English Learners	All Schools	\$95,822.00	0
3	3.4	Professional Development	Yes	LEA-wide	English Learners	All Schools	\$283,715.00	0
3	3.5	Professional Development Language Aquisition Programs	Yes	LEA-wide	English Learners	All Schools	\$65,000.00	0
3	3.6	Professional Development Dually Identified students (ELs/SWDs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	0
3	3.7	Professional Development Sub Release Pay and Extra Pay	Yes	LEA-wide	English Learners Low Income	All Schools	\$100,000.00	0
4	4.1	Parent Education Workshops	Yes	LEA-wide	Low Income	All Schools	\$15,000.00	0
4	4.2	Public Relations/Communication with Families	Yes	LEA-wide	Low Income	All Schools	\$80,267.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Community Liaisons	Yes	LEA-wide	Low Income	All Schools	\$221,846.00	0
4	4.4	Increased Communication	Yes	LEA-wide	Low Income	All Schools	\$52,040.00	0
4	4.5	Support for Decreasing Chronic Absenteeism	Yes	LEA-wide	Foster Youth	All Schools	\$45,000.00	0
4	4.6	Transportation	Yes	LEA-wide	Low Income	All Schools	\$215,222.00	0
4	4.7	District Wide Community/ Family Events	Yes	LEA-wide	Low Income	All Schools	\$12,000.00	0
5	5.1	School Climate Improvement	Yes	LEA-wide	Foster Youth	All Schools	\$60,000.00	0
5	5.2	Student Services Support	Yes	LEA-wide	Low Income	All Schools	\$131,969.00	0
5	5.3	Behavioral and Mental Health Support	Yes	LEA-wide	Low Income	All Schools	\$339,239.00	0
5	5.4	MTSS Support	Yes	LEA-wide	Foster Youth	All Schools	\$150,094.00	0
5	5.5	Wellness Services	Yes	LEA-wide	Low Income	All Schools	\$562,360.00	0
5	5.6	Part Time Interventionsts	Yes	LEA-wide	English Learners	All Schools	\$44,938.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$38,403,352.00	\$38,729,373.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High-quality learning experiences. Base level of instructional support for all students. Certificated teachers, administration, management (Certificated & Classified).	No	\$17,998,748.00	\$17,998,748.00
1	1.2	Classified and Certificated Management	No	\$7,187,600.00	\$7,187,600.00
1	1.3	TOSAs: EL, STEAM, Interventionists, Licensed Clinical Social Worker, Psychologist and Psychologist Intern, Counselor	Yes	\$435,120.00	\$359,467.00
1	1.4	Library Clerks	Yes	\$455,397.00	\$476,520.00
1	1.5	District Support Staff	No	\$3,049,964.00	\$3,049,964.00
1	1.6	Secretary - Maintenance, Operations and Business	No	\$105,855.00	\$105,855.00
1	1.7	Standards-Aligned Textbooks and Materials.	No	\$418,261.00	\$418,261.00
1	1.8	Furniture and Equipment	No	\$0.00	\$0.00
1	1.9	Small Group Support/ Personalized Learning Support	Yes	\$563,273.00	\$585,999.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Facilities Improvement	No	\$0.00	\$0.00
1	1.11	Full Time Nurse	Yes	\$128,955.00	\$141,072.00
1	1.12	Technology Integration	Yes	\$170,849.00	\$91,253.00
1	1.13	Resource Specialist	Yes	\$145,973.00	\$157,459.00
1	1.14	Psychologist & Psychologist Intern	Yes	\$198,075.00	\$198,075.00
1	1.15	Additional Certificated Support - Extended Day in Kindergarten	Yes	\$478,281.00	\$505,999.00
1	1.16	Part Time Interventionists	Yes	\$187,531.00	\$184,678.00
1	1.17	Licensed Clinical Social Workers	Yes	\$502,262.00	\$509,722.00
1	1.18	School Counselors at the Middle School	Yes	\$295,375.00	\$160,208.00
1	1.19	Contracted Services (counselors)	No	\$0.00	\$0.00
1	1.20	Extra pay assignments to the extra support staff - Combined with Action 1.3 for 23-24		\$0.00	\$0.00
1	1.21	Health Clerks	Yes	\$353,648.00	\$425,408.00
1	1.22	Physical Education	Yes	\$670,971.00	\$455,300.00
1	1.23	Clerk Typist	Yes	\$88,931.00	\$90,533.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Campus Supervisors	Yes	\$61,084.00	\$61,084.00
1	1.25	Instructional Aides	Yes	\$389,104.00	\$389,104.00
1	1.26	Instructional Supplies/Writing and Math	Yes	\$45,000.00	\$56,900.00
1	1.27	Instructional supplies and resources - Intervention materials	Yes	\$50,506.00	\$49,606.00
1	1.28	Instructional supplies and resources. Hands-on Science materials	Yes	\$25,785.00	\$8,175.00
1	1.29	Instructional Supplies/Resources: 6th grade Science Camp	Yes	\$30,000.00	\$130,761.00
1	1.30	Instructional Supplies/Resources - Physical Education Materials	Yes	\$15,414.00	\$74,915.00
1	1.31	Instructional Supplies/Resources - Wallet for Teachers	Yes	\$40,000.00	\$40,000.00
1	1.32	VAPA TOSAs	Yes	\$414,900.00	\$414,900.00
2	2.1	Instructional Leadership Teams	Yes	\$55,000.00	\$98,367.00
2	2.2	One to one Chromebooks	No	\$0.00	\$0.00
2	2.3	Computer supplies, Consulting Services, Classified Support (Junos, Data Integrity Personnel)	Yes	\$405,669.00	\$691,345.00
2	2.4	Intervention & Enrichment	Yes	\$230,754.00	\$225,754.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	AVID Programs	Yes	\$54,515.00	\$77,216.00
2	2.6	ELL & MTSS Coordinators	Yes	\$55,600.00	\$59,851.00
2	2.7	Instructional Leadership Team Support/TOSAs	Yes	\$455,076.00	\$566,331.00
2	2.8	Visual & Performing Arts	Yes	\$165,000.00	\$231,708.00
2	2.9	Site Allocations	Yes	\$287,196.00	\$302,699.00
3	3.1	Professional Development on research-based strategies to support targeted populations	Yes	\$33,656.00	\$65,046.00
3	3.2	Professional Development - Certificated for collaboration practices, analyzing data, implementing best practices, reflect on practices	Yes	\$607,842.00	\$637,901.00
3	3.3	Professional Development - Classified extended school year	Yes	\$96,141.00	\$96,141.00
3	3.4	Professional Development	Yes	\$222,244.00	\$254,453.00
4	4.1	Parent Education Workshops	Yes	\$50,000.00	\$17,965.00
4	4.2	Communication to families	Yes	\$80,267.00	\$80,267.00
4	4.3	Parent Community Liaisons	Yes	\$204,001.00	\$204,001.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Written communication in English & Spanish	Yes	\$46,040.00	\$46,638.00
4	4.5	Incentives for perfect and improved attendance	Yes	\$25,000.00	\$10,551.00
4	4.6	Transportation	Yes	\$215,222.00	\$215,222.00
4	4.7	Community/Family Events	Yes	\$75,000.00	\$42,372.00
5	5.1	Materials and supplies to improve school climate	Yes	\$85,000.00	\$45,106.00
5	5.2	Anti-Bullying Materials and Supplies	Yes	\$33,144.00	\$18,750.00
5	5.3	Programs, materials and supplies to support MTSS implementation	Yes	\$332,739.00	\$332,739.00
5	5.4	Instructional Specialist, MTSS (TOSA)	Yes	\$80,034.00	\$80,034.00
5	5.5	California Healthy Kids Survey	No	\$1,350.00	\$1,350.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9916022	\$9,641,574.00	\$9,967,595.00	(\$326,021.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	TOSAs: EL, STEAM, Interventionists, Licensed Clinical Social Worker, Psychologist and Psychologist Intern, Counselor	Yes	\$435,120.00	359467.00	0.00%	0.00%
1	1.4	Library Clerks	Yes	\$455,397.00	476520.00	0.00%	0.00%
1	1.9	Small Group Support/ Personalized Learning Support	Yes	\$563,273.00	585999.00	0.00%	0.00%
1	1.11	Full Time Nurse	Yes	\$128,955.00	141072.00	0.00%	0.00%
1	1.12	Technology Integration	Yes	\$170,849.00	91253.00	0.00%	0.00%
1	1.13	Resource Specialist	Yes	\$145,973.00	157459.00	0.00%	0.00%
1	1.14	Psychologist & Psychologist Intern	Yes	\$198,075.00	198075.00	0.00%	0.00%
1	1.15	Additional Certificated Support - Extended Day in Kindergarten	Yes	\$478,281.00	505999.00	0.00%	0.00%
1	1.16	Part Time Interventionists	Yes	\$187,531.00	184678.00	0.00%	0.00%
1	1.17	Licensed Clinical Social Workers	Yes	\$502,262.00	509722.00	0.00%	0.00%
1	1.18	School Counselors at the Middle School	Yes	\$295,375.00	160208.00	0.00%	0.00%

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)
1	1.21	Health Clerks	Yes	\$353,648.00	425408.00	0.00%	0.00%
1	1.22	Physical Education	Yes	\$670,971.00	455300.00	0.00%	0.00%
1	1.23	Clerk Typist	Yes	\$88,931.00	90533.00	0.00%	0.00%
1	1.24	Campus Supervisors	Yes	\$61,084.00	61084.00	0.00%	0.00%
1	1.25	Instructional Aides	Yes	\$389,104.00	389104.00	0.00%	0.00%
1	1.26	Instructional Supplies/Writing and Math	Yes	\$45,000.00	56900.00	0.00%	0.00%
1	1.27	Instructional supplies and resources - Intervention materials	Yes	\$50,506.00	49606.00	0.00%	0.00%
1	1.28	Instructional supplies and resources. Hands-on Science materials	Yes	\$25,785.00	8175.00	0.00%	0.00%
1	1.29	Instructional Supplies/Resources: 6th grade Science Camp	Yes	\$30,000.00	130761.00	0.00%	0.00%
1	1.30	Instructional Supplies/Resources - Physical Education Materials	Yes	\$15,414.00	74915.00	0.00%	0.00%
1	1.31	Instructional Supplies/Resources - Wallet for Teachers	Yes	\$40,000.00	40000.00	0.00%	0.00%
1	1.32	VAPA TOSAs	Yes	\$414,900.00	414900.00	0.00%	0.00%
2	2.1	Instructional Leadership Teams	Yes	\$55,000.00	98367.00	0.00%	0.00%
2	2.3	Computer supplies, Consulting Services, Classified Support (Junos, Data Integrity Personnel)	Yes	\$405,669.00	691345.00	0.00%	0.00%
2	2.4	Intervention & Enrichment	Yes	\$230,754.00	225754.00	0.00%	0.00%

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)
2	2.5	AVID Programs	Yes	\$54,515.00	77216.00	0.00%	0.00%
2	2.6	ELL & MTSS Coordinators	Yes	\$55,600.00	59851.00	0.00%	0.00%
2	2.7	Instructional Leadership Team Support/TOSAs	Yes	\$455,076.00	566331.00	0.00%	0.00%
2	2.8	Visual & Performing Arts	Yes	\$165,000.00	231708.00	0.00%	0.00%
2	2.9	Site Allocations	Yes	\$287,196.00	302699.00	0.00%	0.00%
3	3.1	Professional Development on research-based strategies to support targeted populations	Yes	\$33,656.00	65046.00	0.00%	0.00%
3	3.2	Professional Development - Certificated for collaboration practices, analyzing data, implementing best practices, reflect on practices	Yes	\$607,842.00	637901.00	0.00%	0.00%
3	3.3	Professional Development - Classified extended school year	Yes	\$96,141.00	96141.00	0.00%	0.00%
3	3.4	Professional Development	Yes	\$222,244.00	254453.00	0.00%	0.00%
4	4.1	Parent Education Woprkshops	Yes	\$50,000.00	17965.00	0.00%	0.00%
4	4.2	Communication to families	Yes	\$80,267.00	80267.00	0.00%	0.00%
4	4.3	Parent Community Liaisons	Yes	\$204,001.00	204001.00	0.00%	0.00%
4	4.4	Written communication in English & Spanish	Yes	\$46,040.00	46638.00	0.00%	0.00%
4	4.5	Incentives for perfect and improved attendance	Yes	\$25,000.00	10551.00	0.00%	0.00%
4	4.6	Transportation	Yes	\$215,222.00	215222.00	0.00%	0.00%
4	4.7	Community/Family Events	Yes	\$75,000.00	42372.00	0.00%	0.00%

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)
5	5.1	Materials and supplies to improve school climate	Yes	\$85,000.00	45106.00	0.00%	0.00%
5	5.2	Anti-Bullying Materials and Supplies	Yes	\$33,144.00	18750.00	0.00%	0.00%
5	5.3	Programs, materials and supplies to support MTSS implementation	Yes	\$332,739.00	332739.00	0.00%	0.00%
5	5.4	Instructional Specialist, MTSS (TOSA)	Yes	\$80,034.00	80034.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
24298322	9916022	0.46%	41.269%	\$9,967,595.00	0.000%	41.022%	\$60,199.28	0.248%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023