



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westmorland Union Elementary School District (WUESD)

CDS Code: 13632306008650

School Year: 2024-25

LEA contact information:

Mr. Richard Cordero

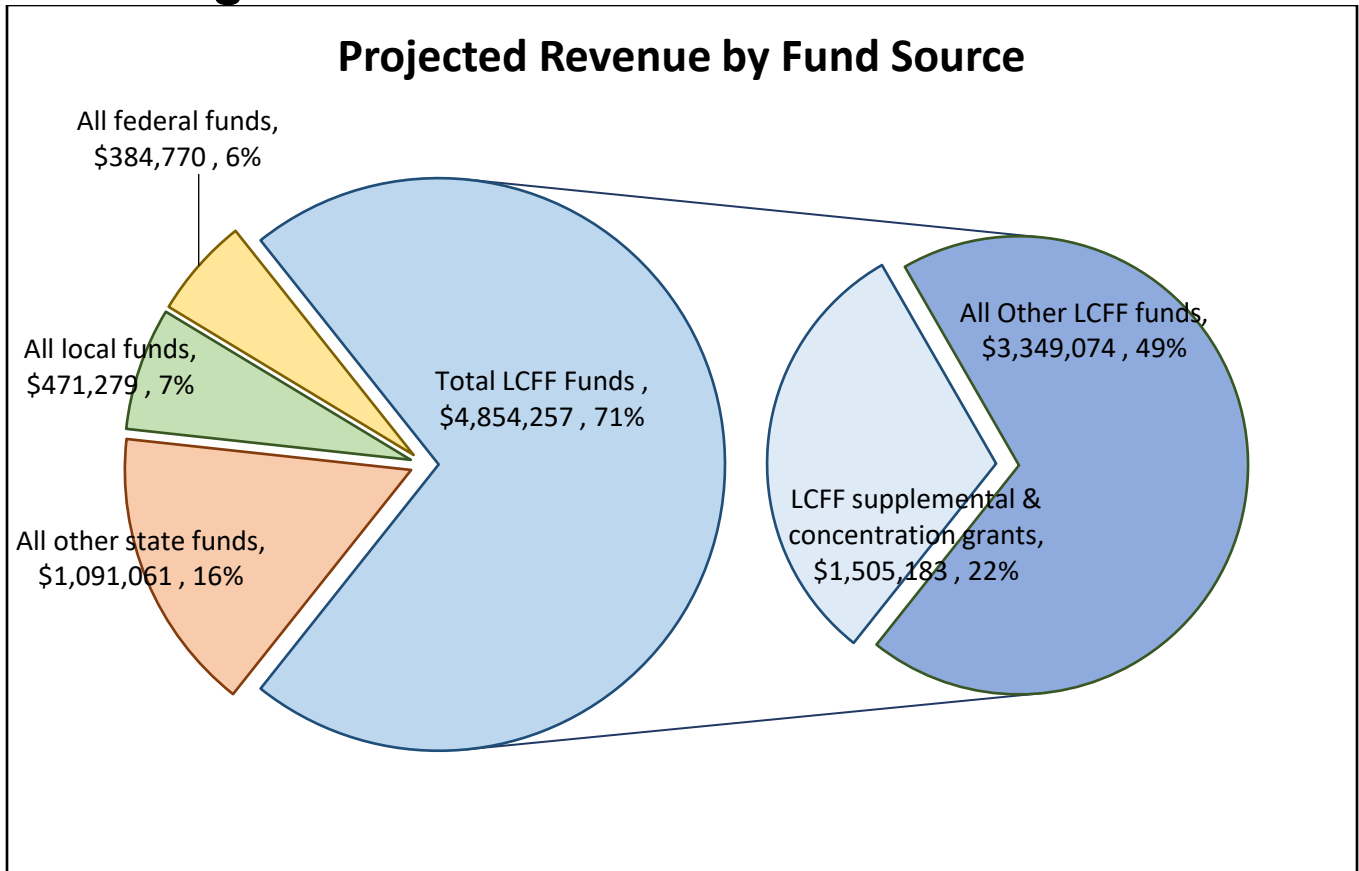
Superintendent

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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

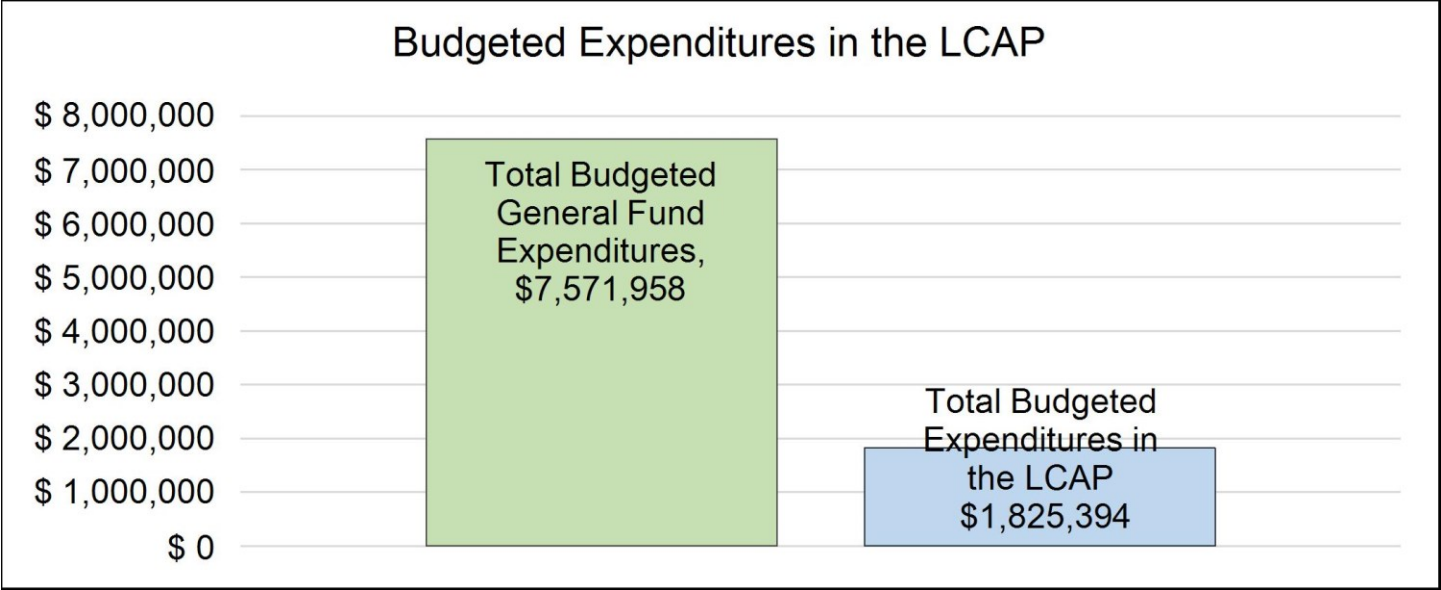


This chart shows the total general purpose revenue Westmorland Union Elementary School District (WUESD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westmorland Union Elementary School District (WUESD) is \$6,801,367, of which \$4,854,257 is Local Control Funding Formula (LCFF), \$1,091,061 is other state funds, \$471,279 is local funds, and \$384,770 is federal funds. Of the \$4,854,257 in LCFF Funds, \$1,505,183 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 Westmorland Union Elementary School District (WUESD) 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: Westmorland Union Elementary School District (WUESD) plans to spend \$7,571,958 for the 2024-25 school year. Of that amount, \$1,825,394 is tied to actions/services in the LCAP and \$5,746,564 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

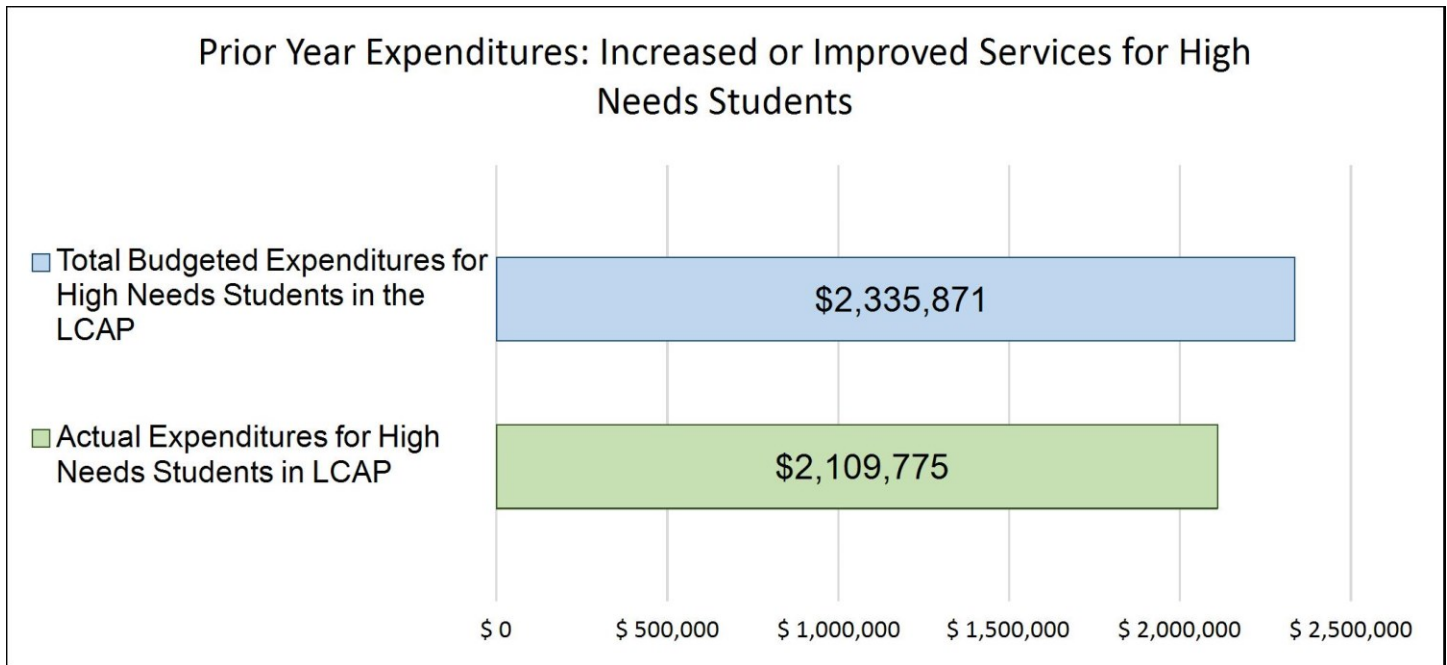
WUED has expenditures that are not included in the LCAP. These expenditures include salaries and benefits for general education teachers, classified staff, and administration. Also in the budget is routine maintenance for buildings and transportation, including vehicle maintenance. General fund expenditures to improve school grounds are also not in the LCAP.

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

In 2024-25, Westmorland Union Elementary School District (WUESD) is projecting it will receive \$1,505,183 based on the enrollment of foster youth, English learner, and low-income students. Westmorland Union Elementary School District (WUESD) must describe how it intends to increase or improve services for high needs students in the LCAP. Westmorland Union Elementary School District (WUESD) plans to spend \$1,563,616 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 Westmorland Union Elementary School District (WUESD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Westmorland Union Elementary School District (WUESD) 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, Westmorland Union Elementary School District (WUESD)'s LCAP budgeted \$2,335,871 for planned actions to increase or improve services for high needs students. Westmorland Union Elementary School District (WUESD) actually spent \$2,109,775 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-226,096 had the following impact on Westmorland Union Elementary School District (WUESD)'s ability to increase or improve services for high needs students:

WUED improved and increased services for high needs students, utilizing one-time monies, not all actions were implemented fully as a result of staffing shortages.



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
Westmorland Union Elementary School District (WUESD)	Mr. Richard Cordero Superintendent	r.cordero@wued.org (760) 344-4364

Goals and Actions

Goal

Goal #	Description
1	Develop a strong core program with interventions and designated English Language Development that will help increase student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data Mathematics - % of students Met or Exceeded Standards.	2018-19 Schoolwide Data in Grades 3-8: 23.05% of students Met or Exceeded Standards.	2020-21 Schoolwide data in grades 3-8: 19.30% Met or Exceeded Standards *Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results	2021-22 Schoolwide data in grades 3-8: 8.71% Met or Exceeded Standards	2022-23 Schoolwide data in grades 3-8: 14.64% Met or Exceeded Standards	At least 32% of students in grades 3-8 will meet or exceed standards in mathematics on the CAASPP.
CAASPP Data English Language Arts - % of students Met or Exceeded Standards.	2018-19 Schoolwide Data in Grades 3-8: 25.78% of students Met or Exceeded Standards.	2020-21 Schoolwide data in grades 3-8: 11.79% Met or Exceeded Standards. Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care	2021-22 Schoolwide data in grades 3-8: 24.17% Met or Exceeded Standards	2022-2023 Schoolwide data in grades 3-8: 25.94% Met or Exceeded Standards	At least 35% of students in grades 3-8 will meet or exceed standards in Language Arts on the CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		should be used when interpreting results			
English Learner Progress Indicator	<p>2018-19 Schoolwide data for Grades TK-8: 40.4% of English Learners made progress toward English Learner Progress Indicator</p> <p>Adjusted baseline for 2021-22 due to COVID 19 and available data for ELs: 2018-2019 Schoolwide data for TK-8: 10.10% of English Learners scored Level 4, Well Developed on the Summative ELPAC</p>	2020-21 Schoolwide data for Grades TK-8 13.53% of English Learners scored Level 4, Well Developed on the Summative ELPAC.	2021-22 Schoolwide data for Grades TK-8 12.82% of English Learners scored Level 4, Well Developed on the Summative ELPAC.	2022-23 Schoolwide data for Grades TK-8 16.45% of English Learners scored Level 4, Well Developed on the Summative ELPAC.	<p>Students will make Progress toward English Language Proficiency. At least 52% of students who take the Summative ELPAC will demonstrate Progress toward English Learner Progress Indicator.</p> <p>Adjusted Desired Outcome 2021-22: Students will make Progress toward English Language Proficiency. At least 20% of English Learners taking the Summative ELPAC will score Level 4: Well Developed.</p>
Reclassification Rate	2019-2020 3.6% of English Learners were reclassified as Fluent English Proficient (RFEP)	2021-22 2.5 % of students were reclassified as Fluent English Proficient.	2022-23 2.5 % of students were reclassified as Fluent English Proficient.	2023-2024 12/159 =8.8% of students were reclassified as Fluent English Proficient	15% of English Learners will be reclassified as RFEP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Authorized Teachers - % of teachers fully credentialed and teaching within their credential.	100% of teachers are fully credentialed and teaching within their authorization	100% of teachers are fully credentialed and teaching within their authorization	100% of teachers are fully credentialed and teaching within their authorization	100% of teachers are fully credentialed and teaching within their authorization	Maintain 100% of teachers as fully credentialed and working within their authorization.
Sufficient Materials - met based on Williams tools	2019-2020: "Met" Sufficient Materials requirement per Williams as declared by site principal.	2021-2022: "Met" Sufficient Materials Requirement per Williams as declared by site principal	2022-23: "Met" Sufficient Materials Requirement per Williams as declared by site principal	2023-24: "Met" Sufficient Materials Requirement per Williams as declared by site principal	Maintain "met" sufficient materials requirement per Williams Report and Principal declaration.
Implementation of State Standards - CDE tools for priority 2	Teachers will be surveyed annually beginning in Fall 2021 using the Reflection Tool for priority 2.	Annual Survey given June 2022: Scale 1-5 ELA CCSS: 3 ELD Standards:3 Mathematics CCSS: 3 NGSS: 2 History/Social Science: 3 CTE: 2 Health: 2 PE: 2 Visual & Performing Arts: 1 World Language: 1 Identifying PD as a staff/whole:2 Identifying PD as individuals: 2 Providing standards support to teachers: 2	Annual Survey given March 2023: Scale 1-5 ELA CCSS: 4 ELD Standards:3 Mathematics CCSS: 4 NGSS: 2 History/Social Science: 3 CTE: 1 Health: 1 PE: 2 Visual & Performing Arts: 1 World Language: 1 Identifying PD as a staff/whole:2 Identifying PD as individuals: 2 Providing standards support to teachers: 2	Annual Survey given March 2024: Scale 1-5 ELA CCSS: 4 ELD Standards: 4 Mathematics CCSS: 4 NGSS: 3 History/Social Science: 3 CTE: 2 Health: 2 PE: 2 Visual & Performing Arts: 1 World Language: 1 Identifying PD as a staff/whole:3 Identifying PD as individuals: 2 Providing standards support to teachers: 3	Results of annual survey will result in a rating of 4, Full Implementation for all aspects of the Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course Access - CDE tools for priority 7	<p>100% of students are provided opportunities for core and enrichment opportunities through daily schedules and ASES opportunity.</p> <p>Adjusted Baseline: WUED will use the Self Reflection tool from Ca Local Indicators for Priority 7.</p>	<p>100% of students are provided core and enrichment opportunities through daily schedule and ASES opportunity.</p> <p>Adjusted: Based on the Self-Reflection Tool for Priority 7, WUED does not offer World Languages for grades 7-8, or Visual and Performing Arts in either the traditional school day or After School Program.</p>	<p>100% of students are provided core and enrichment opportunities through daily schedules and ASES opportunities.</p> <p>Adjusted: Based on the Self-Reflection Tool for Priority 7, WUED does not offer World Languages for grades 7-8, or Visual and Performing Arts in either the traditional school day or After School Program.</p>	<p>We are currently sustaining the same enrichments and exploration classes through the school day.</p> <p>100% of students are provided core and enrichment opportunities through daily schedules and ASES opportunities.</p> <p>Adjusted: Based on the Self-Reflection Tool for Priority 7, WUED does not offer World Languages for grades 7-8, or Visual and Performing Arts in either the traditional school day or After School Program.</p>	Increase offerings for enrichment and exploration in the traditional school day.
iReady Data Mathematics - % of students Met or Exceeded Standards.	<p>2020-2021 Schoolwide Data in Grades K-8: 8% of students Met or Exceeded Standards.</p>	<p>2020-21 Schoolwide data in grades K-8: 8% Met or Exceeded Standards</p> <p>*Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing</p>	<p>2021-22 Schoolwide data in grades K-8: 14% Met or Exceeded Standards</p>	<p>Spring 2022-23 Schoolwide data in grades K-8: 19% Met or Exceeded Standards</p>	<p>At least 32% of students in grades K-8 will meet or exceed standards in mathematics on the iReady.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		participation in 2020–21 varied. Care should be used when interpreting results			
iReady Data English Language Arts - % of students Met or Exceeded Standards.	2020-21 Schoolwide Data in Grades K-8: 21% of students Met or Exceeded Standards.	2020-21 Schoolwide data in grades K-8: 21% Met or Exceeded Standards. Due to factors surrounding the novel coronavirus (COVID- 19) pandemic, testing participation in 2020– 21 varied. Care should be used when interpreting results	2021-22 Schoolwide data in grades K-8: 24% Met or Exceeded Standards	2022-23 Schoolwide data in grades K-8: 27% Met or Exceeded Standards	At least 35% of students in grades K-8 will meet or exceed standards in Language Arts on the iReady.

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.

All Actions were fully implemented except for the following:

Action 1.4 was not implemented. ThinkCERCA was not implemented
 Action 1.7 was partially implemented as we did not go on as many field trips as originally projected.
 Action 1.12 was not implemented. There were no private schools who participated in consultation.
 Action 1.13 will be implemented as it is our summer program

Two areas of success included the added support provided to our classrooms through our instructional assistants (Action 1.3) and our Curriculum Specialist (1.1). These roles provide supplemental support levels as related to instructional design and instructional delivery. One challenge included substitute challenges at times which affected some professional development opportunities.

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.

Action 1.1 There were no material differences to this action, however this action was partially funded out of one time funds

Action 1.2 We spent about 16K more than estimated on the I-Ready conference and supplies. However there were no substantive differences to this action.

Action 1.3 The cost of the Instructional Aides was underprojected. We spent approximately 70K more on this action.

Action 1.4. We spent less than projected. ThinkCERCA was not implemented.

Action 1.5. We spent 20K more than projected. This was due to substitute costs related to collaboration.

Action 1.6. There were no material differences.

Action 1.7. We did not spend this entire amount. Not all field trip monies were expended.

Action 1.8. This action was included in Action 1.3. There were no additional expenses.

Action 1.9. This action was overprojected. Less monies were needed for Induction.

Action 1.10 These actions were paid from base LCFF funds.

Action 1.11. This action was paid out of ESSER funds.

Action 1.12. There were no costs associated with this action. No consultation

Action 1.13. This action is planned and will be funded out of ELOP and ASES funds.

Action 1.14. There were no material differences

Action 1.15. This action was underprojected. The cost for Americorps was more than anticipated.

Action 1.16. There were no expenditures for this action.

Action 1.17. There were no material differences.

Action 1.18 This increase was due to purchase 100 new Chromebooks for students.

Action 1.19. These actions were paid from ELOP and ASES funds.

Action 1.20. This cost was less due to our tech support position being hired later in the year.

Action 1.21. This cost was overprojected. Less monies were needed than originally anticipated. This action did take place.

Action 1.22. The costs for this action was overprojected. Less money was needed to maintain lower class sizes to ensure more small group instruction.

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

Action 1.1 Curriculum & Instruction Specialist was considered effective based on a 5.93% increase in the percentage of students who met or exceeded standard on the CAASPP English Language Arts test (grades 3-8) and a 1.77% increase in the percentage of students who met or exceeded standard on the CAASPP mathematics test (grade 3-8).

Action 1.2 iReady Assessment & Intervention was considered effective based on a 5% increase in the percentage of students who met or exceeded standards on the I-Ready assessment in mathematics and a 3% increase in the percentage of students who met or exceeded standards on the I-Ready assessment in ELA.

Action 1.3 Instructional Assistants in every classroom was considered effective based on a 5.93% increase in the percentage of students who met or exceeded standard on the CAASPP English Language Arts test (grades 3-8) and a 1.77% increase in the percentage of students who met or exceeded standard on the CAASPP mathematics test (grade 3-8).

Action 1.4 Supplemental Academic Programs was not considered effective as this action was not implemented.

Action 1.5 Professional Development was considered effective as per teacher feedback on the following trainings: SEL, Panorama, i-Ready, CAASPP, ELPAC/ELD and i-Ready Training and Backward Mapping Math. We will poll teachers to determine PD needs for next year.

Action 1.6 ELD and Newcomer Instructional Assistant was considered effective. The ELD and Newcomer IA has been providing supplemental supports to our Newcomer students since September (K-5)

Action 1.7 Transportation for one field trip per grade level was considered partially effective as we did not take as many field trips as originally estimated.

Action 1.8 Special Education Instructional Assistants was considered effective and necessary.

Action 1.9 Recruit and Retain highly qualified teachers was considered effective as 100% of teachers are fully credentialed and teaching within their authorization.

Action 1.10 ELPAC Test Examiners was based funded and a district requirement.

Action 1.11 Intervention Teacher Position was considered effective based on a 5.93% increase in the percentage of students who met or exceeded standard on the CAASPP English Language Arts test (grades 3-8) and a 1.77% increase in the percentage of students who met or exceeded standard on the CAASPP mathematics test (grade 3-8).

Action 1.12 Consultation meetings with Private Schools was not implemented as there were no private school consultations

Action 1.13 Summer School - This is planned and anticipated to be effective.

Action 1.14 Academic Kits for Kidz - This action was implemented and considered effective. Every student received Jansport backpacks with supplies.

New students receive a backpack with supplies upon registration.

Action 1.15 Americorps Members- This action was considered effective. Two Americorps workers supported WUESD this year. They began year in Kindergarten during displacement of Jr. High. Moved to support 4th grade in absence of IA. Worked closely with Intervention Teacher to select students to focus/mentor.

Action 1.16 Pupil Services Coordinator was considered effective. A new Pupil Services Coordinator was hired and is re-imagining additional academies

Action 1.17 Tech Support was considered effective - One Technology Support Position filled--worked to implement Clever and Panorama and presented at back-to-school PD.(resigned in November). New Technology support person added in December Implementation of Staff Tech Tuesdays Newsletter.

Action 1.18 Maintain/Upgrade Devices was considered effective. Teachers monitor students through Securely Each student has access to their assigned Chromebook for daily use and homework (cantake home).

Action 1.19 Enrichment and Elective Opportunities - This action was effective. WUESD added ways to implement enrichment and elective opportunities in the traditional school day to include all student's opportunity for enrichment (funded out of ASES and ELOP).

Action 1.20 New: Technology Support for Students, Teachers and Parents- This action was deemed effective. Teachers coached parents on Jupiter ED, Class Dojo, Facebook and notices were sent out with instructions

Action 1.21 New: Supplemental ELA and Math Staffing was considered effective. This is the 2nd year that the instructional day was increased by 10 minutes.

Action 1.22 New: Increased and Improved Services for ELA and Math TK - 8 was considered effective. There was an implementation of New ELD Plan.A School Psychologist was hired. Literacy Specialist coached teachers/IA's on small group instruction in ELA. Intervention Teacher provided pullout services for ELA/Math. i-Ready Professional Development was provided related to instructional Grouping

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.

The language of Goal one is slightly changing to: Develop a strong core program with interventions and a robust and augmented designated English Language Development that will help increase student achievement.

WUESD made the decision to consolidate the actions around certain needs to be able to show the greater impact.

In 2024-2025, there will be 5 actions in Goal One

The new Action 1.1 will become a composite of Actions 1.1, 1.2, 1.5, 1.7, 1.9, 1.21 and 1.22

The new Action 1.2 will become a composite of Actions 1.17, 1.18, 1.20, 2.19, and 2.25

The new Action 1.3 will become a composite of Actions 1.3, 1.6, 1.15, 3.8

The new Action 1.4 will become a composite of Actions 1.13, 1.16

The new Action 1.5 is a limited action focused on English Learners and Long-Term English Learners

The following actions will be removed 1.4, 1.8, 1.10, 1.11, 1.12 and 1.19

Action 1.14 was moved to Goal 2.

The following metrics were added in the 24-25 LCAP:

CAASPP Scores disaggregated by subgroups

Academic Indicator for English and Mathematics - showing Distance from Standard for ALL students group and subgroups
CAST Science Test
% of students who are Long Term English Learners and at risk of becoming LTELs

Outcomes were calibrated using trend data to set strong attainable expected outcomes as well as ensuring alignment with the California Dashboard expectations using the 5x5 grids, as applicable. .

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	Establish a school climate that positively supports the academic, social, emotional, and physical well-being of all students and offers an interactive plan to motivate students to attend school, increase student engagement, and offer enrichment opportunities, so parents send their child(ren) to school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Discipline Referrals	Discipline Referrals from August 2019 - March 2020: 2nd Grade: 9 3rd Grade 7 4th Grade 21 5th Grade 16 6th Grade 10 7th Grade 45 8th Grade 22 Total Referrals: 130	Discipline Referrals from August 2021 - June 2022: 2nd Grade: 0 3rd Grade: 0 4th Grade: 0 5th Grade: 15 6th Grade: 7 7th Grade: 3 8th Grade: 6 Total Referrals: 31	Discipline Referrals from August 2022 - June 2023: Kinder: 11 1st Grade: 3 2nd Grade: 16 3rd Grade: 30 4th Grade: 10 5th Grade: 12 6th Grade: 14 7th Grade: 21 8th Grade: 15 Total Referrals: 132	Discipline Referrals from August 2023 - June 2024: TK - 1 Kinder - 51 1st Grade - 1 2nd Grade - 4 3rd Grade - 18 4th Grade - 94 5th Grade - 7 6th Grade - 6 7th Grade - 10 8th Grade -9 Total Referrals: 201	Overall Referrals will decrease schoolwide and in each grade level by 10%.
Annual Suspension Rate	2019-2020 Suspension rate 8%	2021-22 Suspension Rate: 4%	2022-23 Suspension Rate: 5%	2023-2024 Suspension Rate: 3.8%	District Suspension Rate will be less than 4%.
Annual Chronic Absenteeism Rate	13.9% chronically absent in 2019-2020	65% Chronically Absent in 2021-22	42% Chronically Absent in 2022-23	26% Chronically Absent in 23-24	Percent of chronically absent students will decrease to 10% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	2019-2020 - Middle School Dropout Rate was 0.	2021-22 - Middle School Dropout Rate was 0.	2022 -23 Middle School Dropout Rate was 0.	2023-2024: Middle School Dropout Rate was 0.	Maintain a middle school dropout rate of 0.
Student, Parent & Staff Survey reflecting overall school climate, engagement, and safety.	Locally Created Surveys as well as Healthy Kids Surveys will be administered annually and will be reported to the School Board and School Dashboard.	<p>21 Parent Engagement Surveys: Rating 1 - 5 Building Relationships: 4 Building Partnerships for Student Outcomes: 4 Seeking Input for Decision Making: 4</p> <p>159 Student Climate Surveys: 4th - 8th grade % indicates a "Yes, all the time or most of the time" response Happy to be at school: 67% School is safe to attend: 81% Teachers & Administration treat students fairly: 78% Students know the rules: 81% Adults help with bullying: 75%</p>	<p>94 Parent Engagement Surveys: Rating 1 - 5 Building Relationships: 4 Building Partnerships for Student Outcomes: 4 Seeking Input for Decision Making: 4</p> <p>179 Student Climate Surveys 4th - 8th grade % indicates a "Yes, all the time or most of the time" response Happy to be at school: 77% School is safe to attend: 71% Teachers & Administration treat students fairly: 73% Students know the rules: 72% Adults help with bullying: 73%</p>	<p>2023-2024 51 Parent Engagement Surveys: Rating 1 - 5 Building Relationships: 3 Building Partnerships for Student Outcomes: 3 Seeking Input for Decision Making: 3</p> <p>110 Student Climate Surveys 4th - 8th grade % indicates a "Yes, all the time or most of the time" response Happy to be at school: 39.1% School is safe to attend: 62.7% Teachers & Administration treat students fairly: 56% Students know the rules: 62.8% Adults help with bullying: 65.4%</p>	<p>Parent Engagement Survey for Local Indicators will be a 4 or higher overall for each section.</p> <p>Student Climate Survey: % of students responding "Yes, all the time or Most of the Time" will increase to 85% or higher on selected indicators.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in Good Repair	2019-2020 FIT was 100%, and rating was Exemplary	2021-2022 FIT was 100%, and rating was Exemplary	2022-2023 FIT was 100%, and rating was Exemplary	2023-2024 FIT was 100%, and rating was Exemplary	Maintain rating of Exemplary on the Facilities Inspection Tool (FIT) as performed by Williams.
Annual Expulsion Rate	2019-2020 Expulsion Rate was 0.	2021-2022 Expulsion Rate was 0.	2022-2023 Expulsion Rate was 0.	2023-2024 Expulsion Rate was 0%	Maintain expulsion rate of 0.
Average Daily Attendance	2021-2022 - Average daily attendance schoolwide was 84%	2021-2022 - Average daily attendance school-wide was 84%	2022-2023 - Average daily attendance school-wide was 89%	2023-2024: Average daily attendance school-wide was 90.66%	Overall attendance will improve school-wide and in each grade level by 5%.

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.

All Actions were fully implemented except for the following:

2.12 was not implemented as PE and Art position were not filled due to no candidates applied.

2.24 was not implemented as the PE teacher was not hired

2.26 was partially implemented. Art Teacher was not hired, however, Literacy Coach has implemented Art that is embedded in the Literacy Lesson.

One success is related to Action 2.4 and our Counseling Team. 2 Full-time counselors are on staff as well as the Pupil Supports Services Coordinator. 1-1 Counseling was provided to approximately 70 students. 2 small counseling groups were provided as well. One challenge is that we were unable to hire an Art teacher.

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.

Action 2.1 included all student incentives and thus the initial costs were underprojected.

Action 2.2 had no material differences.

Action 2.3. monies were not needed as we we had surplus hygiene kits on hand for our students.

Action 2.4 was predominantly funded out of ESSER funds this year.

Action 2.5 did not happen. No costs were associated with this.

Action 2.6 had no material differences.

Action 2.7 was underprojected. More monies were spent on library books.

Action 2.8 had no material differences.

Action 2.9 was implemented. Cal HOPE monies were spent to fund our sensory room.

Action 2.10 was underprojected. Action cost about 9K more.

Action 2.11 This action was funded as part of Action 2.1. There were no additional expenditures

Action 2.12 had no material differences.

Action 2.13 was not spent. No additional materials were purchased.

Action 2.14 was funded with SPED dollars.

Action 2.15. was underprojected. Our Health Aide position became full time and thus there was an additional cost.

Action 2.16 took place but there were no costs related to this.

Action 2.17 utilized about 10K more than originally anticipated.

Action 2.18 was underspent by about \$1,500.

Action 2.19 was overprojected. Less money was needed for Securely licensing this year.

Action 2.20. No costs were associated with this action

Action 2.21 was underprojected. This action cost approximately 12K more for pertinent salaries.

Action 2.22 had no material differences.

Action 2.23 was overprojected. A Mental Health Specialist was not hired, yet these services were provided by our counselors.

Action 2.24 was not implemented. A supplemental PE teacher was not hired.

Action 2.25. had no material differences.

Action 2.26 was not implemented. An Art teacher was not hired.

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

Action 2.1 Attendance Incentives was considered partially effective. WUESD is working on re-engagement plan that coordinates incentives with other evidence based interventions to increase attendance and reduce chronic absenteeism.

Action 2.2 Big Smiles Dentistry Program- This action was effective. Classroom presentations took place in November. Staff presentation took place in December. Parent Presentation took place in January (Parent Forum)

Action 2.3 Hygiene Kits for Foster Youth was considered effective and were disseminated as needed.

Action 2.4 Counseling Team: This action was considered effective. 2 Full-time counselors are on staff as well as the Pupil Supports Services Coordinator. 1-1 Counseling was provided to approximately 70 students. 2 small counseling groups were provided as well.

Action 2.5 Second Step Curriculum: This action was considered effective. SEL has been personalized by classroom needs. Restorative Practices have been implemented Tier 2 - SEL Lessons were implemented for a small targeted group of students.

Action 2.6 Parent Training - This action was considered partially effective. Fresno Parent University was offered throughout the year. Participating parents is still low. We will work to determine root cause and make adjustments as needed.

Action 2.7 Expand Library selection: This action was considered effective. WUESD invested in EPIC, an online reading resource available 24 hours to

ensure books can be read at any time.

Action 2.8 Update Library with Media: This action was considered effective. Librarian provided teachers a schedule to teachers and students still checked out books weekly.

Action 2.9 Maintain Sensory & Self- Regulation Room- This action was considered effective. Students with sensory and self regulation needs utilize this room, as needed.

Action 2.10 Maintain Expanded Hours for Library - This action was considered effective. Students are able to check out library books before, during and after school. ASES students are also able to check out library books.

Action 2.11 Incentives for Accelerated Reader Points - This action was considered effective. AR Coordinator ensures students are monitored and celebrated.

Action 2.12. Academic Enrichment Opportunities This action was not implemented. WUESD did not fill the PE and Art position as no candidates applied.

Action 2.13. Update and/or replace PE/Recess Equipment. This action was considered effective. WUESD purchased PE and recess equipment and provided it to teachers in August.

Action 2.14. Maintain contract with ICOE for Health & Wellness services: Speech Therapist, School Nurse, School Psychologist. This action was considered effective. All positions are fully staffed.

Action 2.15. Health Assistant Position. This action was considered effective. Our Health Assistant is able to provide direct services to all students.

Action 2.16 Articulation with BUHS- This action was considered effective. 8th Grade students visited BUHS CTE classes in February. 8th grade students met BUHS Counselors

Action 2.17 Maintain and upgrade facilities as needed per the FIT & Williams. This action was considered effective.

Action 2.18 Research Character Education Program for student recognition. This action was considered effective. This action was Implemented with the support of ICOE, CalHOPE. Counselors lead monthly SEL meetings. SEL team meet with CalHOPE leads three times a year. CalHope present to our staff 3 times a year.

Action 2.19 Securely- This action was considered effective. Securely monitors students Chromebooks. Teachers can see the

students computers in real time. Administration and counselors get alerts when they use the computer inappropriately.

Action 2.20 Articulation with BUHS - SPED Transition & Planning - This action was considered effective. Transitional meetings and visits took place in May and June.

Action 2.21 New: Additional cleaning procedures to increase safety on campus due to the increased COVID exposure. This action was considered effective. An additional custodial staff is on campus.

Action 2.22 New: Additional staff and student safety. This action was considered effective. WUESD hired a School Resource Officer to build student relationships, supports with crisis and conduct home visits.

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.

The language of Goal Two is slightly changing to Continue to improve and refine our school climate to positively support the academic, social, emotional, and physical well-being of all students and offers an interactive plan to motivate students to attend school, increase student engagement, and offer enrichment opportunities, so parents send their child(ren) to school. WUESD made the decision to consolidate the actions around certain needs to be able to show the greater impact.

In 2024-2025, there will be 4 actions in Goal Two

The new Action 2.1 will become a composite of Actions 2.4, 2.5, 2.6, 3.9

The new Action 2.2 will become a composite of Actions 2.7, 2.8, 2.9, 2.10, 2.11

The new Action 2.3 will become a composite of Actions 1.14, 2.1, 2.2, 2.3, 3.12

The new Action 2.4 will become a composite of Actions 2.12, 2.15, 2.17, 2.21, 2.22

The following actions will be removed 2.13, 2.14, 2.16, 2.18, 2.20, 2.23, 2.24, 2.26

Action 2.19 and 2.25 was moved to Goal 1

The following metrics were modified in the 24-25 LCAP:for suspension and chronic absenteeism, we included all subgroups scores; we removed number of referrals from metrics: student survey was slightly modified to establish new baseline for new LCAP. Outcomes were calibrated using trend data to set strong attainable expected outcomes as well as ensuring alignment with the California Dashboard expectations using the 5x5 grids, as applicable. .

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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	Increase and improve communication among all educational partners (e.g., Teachers, Students, Administrators, Counselors, Parents, and other support personnel).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Parent link messages sent & Received	98 total messages were sent from August 17, 2020 thru June 4th, 2021	92 messages were sent from August 2, 2021 thru June 10, 2022. 6.6% of numbers Opted Out of receiving calls 7.7% of numbers opted out of receiving text message communication 0.2% of emails opted out of receiving e-mail communication.	134 messages were sent from August 1, 2022 thru June 8, 2023. 5.6% of numbers Opted Out of receiving calls 7.4% of numbers opted out of receiving text message communication 0.2% of emails opted out of receiving e-mail communication.	2023-2024 273 messages were sent 0% of numbers Opted Out of receiving calls 0% of numbers opted out of receiving text message communication 0% of emails opted out of receiving e-mail communication. NOTE: There is a new message software program - Appleggy.	Total number of messages received will increase, and the number of opt out data will decrease.
Number of visitors attending events promoted by the school	Baseline will be established in 2021-22 school year.	Due to COVID 19 restriction, we did not have an open campus for visitors until April 2022.	80 - 120 parents on average visit school functions on a monthly basis. This is about	2023-2024 Literacy Night: 200 - 230 parents and children combined attended.	As communication increases, the number of opportunities for parents to be involved will increase. At least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			33% of parents show up monthly.	140 - 160 parents on average visit school functions on a monthly basis. This is about 47% of parents show up monthly.	75% of parents will attend 2 or more events throughout the school year.
Parent Engagement & Reflection Tool	Survey will be given annually and data will be reported to School Board and School Dashboard	37 Parent Engagement Survey Submitted: Rating 1 - 5 Building Relationships: 4 Building Partnerships for Student Outcomes: 4 Seeking Input for Decision Making: 4 Reported to Board 6/28/2022	94 Parent Engagement Surveys submitted: Rating 1 - 5 Building Relationships: 5 Building Partnerships for Student Outcomes: 5 Seeking Input for Decision Making: 5 Reported to Board 6/13/2023	2023-2024 51 Parent Engagement Surveys: Rating 1 - 5 Building Relationships: 3 Building Partnerships for Student Outcomes: 3 Seeking Input for Decision Making: 3	Parents will have an increased involvement in WUED school and student activities, resulting in higher attendance rates and academic progress.

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.

All Actions were fully implemented except for the following:

Acton 3.7 was not implemented. Report Cards are not being revised at this time.

One success is the ever expanding list of ways that we communicate with families. Currently, we are utilizing the following technological methods: Class Dojo, Blackboard, Facebook, Apptegy and Marquee.

Two challenges are to continue to access which families have little/no access to technology and continue sufficient paper notifications and communication. The second continued need/challenge is ensuring families feel comfortable with the technology and receive timely training and assistance.

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.

Action 3.1 was under budgeted. Staff costs were more than anticipated. Also, additional tech software was purchased

Action 3.2 took place and were paid from base funds.

Action 3.3. had no material differences.

Action 3.4 cost more than originally anticipated.

Action 3.5 took place and no additional costs were incurred.

Action 3.6 costs 6K less than originally projected.

Action 3.7 There were no monies incurred for this action.

Action 3.8 was paid out of Educator Effectiveness funds.

Action 3.9 costs were underprojected. Approximately 10 K difference in costs for additional supervision.

Action 3.10 had no material differences.

Action 3.11 had no expenditures associated with this action.

Action 3.12 cost 3K less than originally projected.

Action 3.13 had no material differences.

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

Action 3.1 Online Communication Tools- This action was considered effective. WUESD used the following online tools to enhance communication: Class Dojo, Blackboard, Facebook, Apptegy and Marquee.

Action 3.2 Color Calendars- This action was considered effective Flyers were produced in color, as appropriate. WUESD also posted communication on both Class Dojo and Facebook.

Action 3.3 Parent Training on Jupiter Ed This action was considered effective Teachers coached and supported parents during Parent Conferences

Action 3.4 New Marquee- This action was considered effective. The marquee Installed in September and up and running in October.

Action 3.5 Develop and distribute surveys for input- This action was considered effective Implemented in March with a paper copy in English and Spanish and also provided via Google Form.

Action 3.6 Parent involvement Opportunities - This action was considered effective WUESD hosted the following parent involvement activities this year: Back to School Night, Parent Conferences, Student of the Month Sports Banquet, Veteran Days, Winter Program, Health Fair and Walk and Roll Event.

Action 3.7 Review/Revise report cards. This action was not implemented. No changes to report card are happening at this time.

Action 3.8 Professional Development for Classified Staff- This action was considered effective Classified staff received PD as appropriate to their scope of work. Trainings included SEL, Panorama, PBIS, Trauma Informed, Practices, Increasing Attendance, First 20 Days, Schoolwide Discipline Protocols and Interventions

Action 3.9 School Wide Expectations- This action was considered effective. WUESD provided SEL opportunities, utilized Panorama, SEL, practiced Trauma Informed strategies and used the Roadrunner store as part of its comprehensive Positive Behavioral Intervention and Supports system.

Action 3.10 Postage for letters and mailings sent home. This action was considered effective WUESD mailed out parent letters to increase communication about the SART and SARB processes.

Action 3.11 New: Provide additional enlarged visual communication - This action was considered effective. These tools were used for Back to School Night, Parent Conferences, Student of the Month, Sports Banquet, Veteran Days, Winter Program, Health Fair and Walk and Roll Event

Action 3.12 New: Develop student organization skills - This action was considered effective Student Planners were provided in August in grades 2 - 8.

Action 3.13 New: Increase parent communication and support with creating attendance plans and SART/SARB process. This action was considered effective. SART Meetings conducted throughout the year.

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.

The language of Goal Three is slightly changing to

WUESD made the decision to consolidate the actions around certain needs to be able to show the greater impact.

In 2024-2025, there will be 2 actions in Goal Three

The new Action 3.1 will become a composite of Actions 3.1, 3.2, 3.3, 3.4, 3.10, 3.11

The new Action 3.2 will become a composite of Actions 3.5, 3.6, 3.13

The following actions will be removed 3.7

Action 3.8 was moved to Goal 1

Actions 3.9 and 3.12 moved to Goal 2

The following metrics were modified in the 24-25 LCAP:

Number of Parent link messages sent & received metric was removed

Number of visitors attending events promoted by the school.

The Priority Three Reflection tool 3 Key Areas were averaged to be able to set a tangible goal for each portion

Outcome was set based on 2024 Parent Survey results.

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
Westmorland Union Elementary School District (WUESD)	Mr. Richard Cordero Superintendent	r.cordero@wued.org (760) 344-4364

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.

Westmorland Union Elementary School District (WUESD) is located in the northern region of Westmorland and the northwest end of Imperial County. The single school district serves approximately 323 students in grades transitional kindergarten through eighth grade. The district encompasses the city of Westmorland and surrounding areas featuring a primarily rural agricultural area in the Imperial Valley.

WUESD's overall purpose is to provide students with meaningful learning experiences in a safe, caring environment, assuring equal access to the core curriculum while providing differentiated instruction based upon research and data that will lead all students to mastery of grade-level content standards.

According to our 2023-2024 enrollment data (Source: CDE DataQuest), we serve the following demographics and student groups:

- 99.1% of our students are Hispanic or Latino
- 95.4% of our students are socio-economically disadvantaged (SED)
- 48.6% of our students are English Learners
- 12.7% of our students are considered Homeless
- 12.4% of our students are Migrant
- 9.3% of our students are students with disabilities (SWD)

- 1.2% of our students are foster youth

Due to the fact that Westmorland Union Elementary School District is a single school district, this Local Control and Accountability Plan (LCAP) will also serve as its School Plan for Student Achievement (SPSA). As such, it includes all federal Title dollars as well as LCFF supplemental and concentration funds. Also, Westmorland Elementary School is a Title I Schoolwide program.

WUESD's Unduplicated Pupil Percentage (UPP) is 96.37% (2023-2024) and its UPP is projected at 96.14% for the 2024-2025 school year.

Due to the additional operational costs associated with this 2024-25 LCAP, WUESD will charge the allowable indirect rate of 8.61% for all actions.

Reflections: Annual Performance

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

WUESD conducted a review of the LEA's annual performance on the Dashboard as well as local data. This comprehensive review showed the following

District Strengths/Successes:

- Chronic Absenteeism - WUESD scored YELLOW on Chronic Absenteeism and showed an 18% decrease in 23-24.
- District wide : No RED for ALL student group - WUESD did not received the lowest performance level (RED) on any state indicators on the 2023 Dashboard
- Mathematics - In Mathematics, WUESD showed a 13.2 point growth in ALL students group

Challenges/Areas of Need:

- School wide student sub group: WUESD received a RED performance level in English Language Arts for its socioeconomically disadvantaged (SED) students
- Suspension- WUESD received an ORANGE performance level for ALL students group. Suspension rate maintained with a slight increase (.2%)
- English Language Arts (ELA) - WUESD received an orange performance level for ALL students group. ELA

To address these identified needs of student groups, WUESD plans to

To support our SED students in English Language Arts, Action 1.1 targets enhancing core instruction through small group and differentiated

support. Furthermore, Action 1.3 provides additional assistance in classroom for small group instruction and intervention.

A component of Action 2.1 focuses on enhancing our Positive Behavioral Interventions and Supports (PBIS) which will support our students behaviorally and reduce suspensions.

A component Action 1.1 is focused on supporting our students in English Language Arts. This action was created to provide smaller class sizes to allow for more small group and individualized instruction. This action also focuses on targeted support for the teachers through the assistance of the Curriculum and Instruction Specialist.

A component of Action 1.2 allows for students to receive timely interventions to support their mastery of English Language Arts standards as well.

Reflections: Technical Assistance

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

Westmorland Union Elementary School District was not eligible for any technical assistance. WUESD did nor qualify for Differentiated Assistance in the 23-24 school year (based on the 2023 California School Dashboard.

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.

WUESD is not eligible for Comprehensive Support and Improvement (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.

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
Families	<p>Westmorland families were engaged monthly in a variety of ways during the 2023-2024 school year. Parent forums and parent surveys were utilized to determine families' priorities.</p> <p>Our School Site Council met monthly (where the majority of the council is elected parents) was instrumental in the revising our this year's LCAP. They were supportive and responsive as we reorganized our actions and goals for the upcoming year. Our School Site Council took part in a needs analysis where the Council looked at both statewide and local data to determine the district strengths and weaknesses. Our School Site Council also serves as our English Learner Advisory Committee as it helped advise the principal and staff in the development of a site plan for English learners and assisted in the development of the schoolwide needs assessment.</p> <p>Over 50 families participated in a survey that reflected on the overall Family and Parent Engagement (Priority 3) for the districts in March 2024. This data will be reviewed and utilized to help shape family and parent engagement for the future.</p>
Students	<p>Student feedback and input was garnered several ways in 2023-2024. Approximately 110 students (grade 4th through 8th) participated in a School Climate survey to assess their levels of school</p>

Educational Partner(s)	Process for Engagement
	connectedness, sense of safety, strengths of school and student engagement. Students shared which activities were most meaningful to them and why. This feedback is vital in maintaining and planning activities moving forward.
Teachers	Through monthly staff meetings and several teacher surveys, teachers were an integral part of examining our current plan and providing feedback on ways to improve it. Teachers responded to an survey where all content areas were examined and it was determined at what level of implementation the school was currently functioning. This helped determine professional development areas of focus for the upcoming year. Staff also reviewed all data to help prioritize the greatest needs and look at equity gaps of our unduplicated pupils.
Principal and other Administrators	Our Principal and other administration were vital in the development of this plan. Each administrative member took place in varied activities to ensure educational partner feedback was integrated into our subsequent plan.
Other School Personnel	Other School Personnel (non-teaching Certificated and Classified) participated in regular staff meetings to help determine student needs and discuss high leverage actions. Counselors examined social emotional data to determine the best approach to support improving the overall mental well-being of our students.
Local Bargaining Units	Both our classified and certificated bargaining units were consulted this year on LCAP goals, actions and outcomes. They provided feedback related to the refinement of actions for next year.
SELPA	WUESD consulted with SELPA personnel to collaborate and review the greatest needs of our students with disabilities (SWD). Special Education data (including disproportionality rates, mainstreaming percentages and overall academic performance of our Students with Disabilities was reviewed.
School Community/Community at Large	In February 2024, a mid-year report was provided at a Board Meeting for all to see the progress we had made halfway through the year on the implementation of the plan.

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

The educational partners offered valuable input on a variety of actions and services throughout the LCAP.

When analyzing data, services, and actions for student engagement and academic performance, educational partner input was received and incorporated into specific actions and services into the overall LCAP plan. These included discussions at parent meetings, School Site Council/ELAC meetings, staff meetings, parent forums and a variety of surveys and focus groups.

Educational Partners input provided focused on ensuring our students academic, behavioral, social emotional and mental health needs were addressed focusing on a "whole child" approach.

Teachers expressed that ensuring class size reduction continued to allow for more individualized and differentiated, small group instruction. Teachers also expressed how helpful instructional para-educators were and shared that they desired to continue to have as many as possible to help with overall teaching and learning, and especially to allow more targeted instruction with our unduplicated pupils. (Action 1.1)

The WUESD Leadership Team prioritized the need to have a complete tiered plan to reduce chronic absenteeism and increase attendance. It was recommended that this plan should include monies for interventions and incentives. Overall incentives for students were prioritized as well.

Families expressed that they appreciated and prioritized health services on campus, extended library services and a robust after school and summer program. Another area parents expressed as a priority was expanded safety measures and personnel, to ensure all students felt safe on campus.

Students expressed the desire to have continued sports, arts and other extracurricular activities to complement their time on campus. They also mentioned (via the surveys) that they felt the counselors were very helpful in helping them regulate their emotions and assisted in their overall mental well-being.

This feedback was instrumental in reshaping our plan for next school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop a strong core program with interventions and a robust and augmented designated English Language Development that will help increase student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Goal One was created to augment and supplement our core academic program. Core academic programs are the foundation of a well-rounded school and program. Data indicates that CAASPP test scores in Language Arts and Mathematics are below state and county averages; WUED strives to see students grow academically and ultimately meet and exceed the local and state averages. Moreover achievement gaps exist for our unduplicated pupils (SED, EL, Foster Youth and Homeless). These gaps need to be targeted through robust, standards aligned instruction (Action 1.1) and supported through timely interventions (Action 1.4) Local Data (such as our I-Ready data) also indicates the need for this goal. For more information, see Measuring and Reporting Results section below for details.</p> <p>With approximately 48.6% of our students English Learners, a strong English Language Development Program will help strengthen foundational language skills which will help in all core academic programs. Intervention programs which can adjust to students in real time, can close achievements gaps, and provide scaffolds and support in a systematic way will help mitigate learning loss. The actions in this goal will help English Learners in academic setting develop language skills in reading, writing, listening and speaking to build language fluency and improve overall academic achievement as measured by annual CAASPP assessments and the summative ELPAC. In addition to English Learners, all students will increase academics through specific actions and services set to measure academic progress periodically in English Language Arts and Mathematics.</p> <p>Part of a strong core program includes providing students with opportunities for all students to participate in enrichment opportunities that align to standards and connect to core curriculum. Expanding access to a broad course of study will help students increase overall understanding in language arts, mathematics, history, and science, and will enrich the educational environment for student.</p> <p>Explain why the LEA has chosen to prioritize this goal.</p> <p>This goal was identified as a priority based on both a comprehensive review of the data but also through consultation with our educational partners. Staff has continued to express the needs for additional students supports in order to close any academic gaps. Teachers have</p>

expressed the desire to have robust and supportive professional development around highly prioritized topics (Action 1.3). Additionally, families have expressed the need to continually increase access to supplemental academic resources, particularly technological tools to allow for greater customization and individualization. (Action 1.2).

These actions are grouped together and designed to move the metrics listed below. Improvement on these metrics will lead us to meeting our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Data Mathematics - % of students met or exceeded standard and CA Dashboard Data # of points Distance from Standard (DFS)	23 CAASPP Scores ALL 14.64% met/exceeded standard SED 13.72% met/exceeded standard EL 13.91% met/exceeded standard Homeless 4.17%met/exceeded standard Migrant 15.79% met/exceeded standard SWD 4.17% met/exceeded standard 23 California Dashboard - # of points Distance from Standard (DFS)			Every year, there will be a 2% increase in the percentage of students meeting/exceeding standard for ALL students group and a 4% increase for each subgroup. Every year, there will be a 3 point increase in Distance from Standard (DFS) for ALL students group and a 5 point increase for each subgroup.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL -95.6 pts DFS ORANGE SED -100.1 pts DFS ORANGE EL -94 pts DFS YELLOW SWD -174.1 pts DFS No Color Homeless -135.5 pts DFS ORANGE				
1.2	CAASPP Data English Language Arts - % of students met or exceeded standard and CA Dashboard Daa # of points Distance from Standard (DFS)	23 CAASPP Scores and California Dashboard: ALL 25.94% met/exceeded standard SED 24.33% met/exceeded standard EL 16.67% met/exceeded standard Homeless 16% met/exceeded standard Migrant 26.31% met/exceeded standard SWD 4.17% met/exceeded standard California Dashboard - Distance from Standard (DFS)			Every year, there will be a 2% increase in the percentage of students meeting/exceeding standard for ALL students group and a 4% increase for each subgroup. Every year, there will be a 3 point increase in Distance from Standard (DFS) for ALL students group and a 5 point increase for each subgroup.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL -66 pts DFS ORANGE SED -69.9 pts DFS ORANGE EL -65.8 pts DFS ORANGE SWD -145.6 pts DFS No Color Homeless -120.2 pts DFS ORANGE				
1.3	Summative English Language Proficiency Assessment Consortium (ELPAC) ELPI - % of ELs making progress toward English Language proficiency and % of students who scored at each level of the ELPAC (Well Developed, Moderately Developed, Somewhat Developed, and Minimally Developed)	ELPI for 22-23 50.7% of English Learners made progress toward English language proficiency (a 3.9% decrease). ORANGE Summative ELPAC Scores for 22-23: 16.45% - Level 4 (Well Developed); 29.61% - Level 3 (Moderately Developed); 32.89% - Level 2 (Somewhat Developed); 21.05% Level 1 (Minimally Developed)			Each year, the percentage of English Learners who are making progress toward language proficiency will increase by 2% Each year, the percentage of English Learners who score Level 4 (Well Developed) on summative ELPAC will increase by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Increase in students attaining Level 4 (Well Developed) on the Summative ELPAC:12.82% to 16.45% (21-22) to (22-23) = 3.63% Increase				
1.4	English Learners' Reclassification Rate % of students who were reclassified in the school year	2023-2024 Reclassification Rate 8.8%			Each year WUESD will increase its Reclassification rate by 2%.	
1.5	Appropriately Authorized Teachers - % of teachers fully credentialed and teaching within their credential. (Priority 1- Basic Services)	23 Dashboard 100% of teachers are fully credentialed and teaching within their authorization			Maintain 100% of teachers as fully credentialed and working within their authorization.	
1.6	Sufficient Instructional Materials % of students have access to their own copies of standards-aligned instructional materials for use at	2022-23 Dashboard 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home			Maintain "met" sufficient materials requirement on Dashboard each year. Maintain that 100% of students have access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school and at home. (Priority 1- Basic Services)				their own copies of standards-aligned instructional materials for use at school and at home	
1.7	<p>Implementation of State Standards - CDE Reflection Tool for Priority 2</p> <p>Reflection Tool using this scale</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	<p>LCFF Priority 2 Survey/Reflection Tool Results 23-24 (19 teachers/staff participated in completing Reflection)</p> <p>Professional Development on Frameworks/Standards</p> <p>ELA: 4 (Full Implementation) ELD: 3 (Implementation) Math: 4 (Full Implementation) NGSS: 2 (Beginning Development) History: 3 (Initial Implementation)</p> <p>Aligned Instructional Materials ELA: 4 (Full Implementation)</p>			Every year, the average score will increase by at least .2 .	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELD: 4 (Full Implementation) Math: 4 (Full Implementation) NGSS: 2 (Beginning Development) History: 3 (Initial Implementation) Policy & Program Support ELA: 4 (Full Implementation) ELD: 4 (Full Implementation) Math: 4 (Full Implementation) NGSS: 2 (Beginning Development) History: 3 (Initial Implementation) Implementation of Standards Career Technical Education: 1 (Exploration and Research Phase) Health Education: 1 (Beginning Development) Physical Education Model: 2 (Beginning Development)				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Visual and Performing Arts: 1 (Exploration and Research Phase)</p> <p>World Language: 1 (Exploration and Research Phase)</p> <p>Previous Year Engagement with Teachers/School Administrators</p> <p>Identification of professional learning needs of groups of teachers/staff as a whole: 4 (Full Implementation)</p> <p>Identification of professional learning needs of individual teachers: 2 (Beginning Development)</p> <p>Providing support for teachers on unmastered standards: 2 (Beginning Development)</p> <p>Average Score of all 23 indicators on this Reflection Tool is 64 /23 = 2.78</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	<p>Broad Course Access - CDE tools for Priority 7</p> <p>Four prompts answered annually in Dashboard</p> <p>1. Identify the local tools that the LEA uses to track the extent to which all students have access to a broad course of study.</p> <p>2. Summarize the extent to which all students have access to, and are enrolled in, a broad course of study and may describe progress over time.</p> <p>3. Identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p> <p>4. What revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study?</p>	<p>2023-24 Priority 7 Summary</p> <p>Based on the Self-Reflection Tool for Priority 7, WUED does not offer World Languages for grades 7-8. We are exploring how and when to integrate Health Curriculum and Visual and Performing Arts curriculum within and beyond the school day.</p>			<p>Each year, WUESD will quantify and increase its access to a broad course of study for all students</p> <p>It will report its findings to its educational partners and garner feedback as to which areas to prioritize for course and learning opportunities expansion.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	iReady Data Mathematics - % of students Met or Exceeded Standards.	23-24 Schoolwide data in grades K-8: 19% Met or Exceeded Standards			Each year, the percentage of students in grades K-8 who meet or exceed standards in mathematics on the iReady Assessment will increase by 3%.	
1.10	iReady Data English Language Arts - % of students Met or Exceeded Standards.	23-24 Schoolwide data in grades K-8: 27% Met or Exceeded Standards			Each year, the percentage of students in grades K-8 who meet or exceed standards in English Language Arts on the iReady Assessment will increase by 3%.	
1.11	CAST Science Test Administered annually in 5th grade and 8th grade % met/exceeded standard	2022-2023 Scores % met or exceeded standard ALL 9.33% met/exceeded standard SED 9.86% met/exceeded standard EL 8.82% met/exceeded standard			Each year, the % of students who meet or exceed standard will increase by 3%.	
1.12	Long Term English Learners (LTELS) % of LTELS	2023-2024 Data (via DataQuest) 13.2%			Each year, will reduce % of LTELS by 1%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	An EL student to which all of the following apply: (1) is enrolled on Census Day in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC					
1.13	<p>At Risk of becoming an LTEL</p> <p>% of students identified as "At Risk" of becoming an LTEL</p> <p>An EL student to which all of the following apply: (1) is enrolled on Census Day in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or</p>	<p>2023-2024 Data (via DataQuest)</p> <p>12.1%</p>			Each year, will reduce % of at risk of becoming LTELs by 1%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	below (level 3 or below) on the prior year administration of the ELPA					

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	Academic Instruction Enhancement and Supplemental Support	<p>WUESD will implement a series of initiatives to improve academic instruction and support at WUED, including:</p> <p>Students will continue to receive small group and differentiated instruction. We will Implement measures to maintain optimal teacher-student ratios for enhanced learning opportunities.</p>	\$694,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Teachers will receive onsite support through our Curriculum & Instruction Specialist who will lead on site professional development and data analysis to improve and enhance instruction and curriculum knowledge site wide, guide the English Language acquisition program, provide supplemental professional development for staff to help them refine their ELD practices to increase EL performance.</p> <p>Students will receive additional academic support through our intervention supports which will work with students that are in danger of retention to raise their concept knowledge and foundational skills in ELA and Math to help them advance towards grade level mastery. All teachers will receive support to increase intervention strategies for classroom instruction.</p> <p>Maintain our supplemental GATE Program to increase the rigor and enrichments for students needing a challenge above and beyond the core curriculum.</p> <p>Teachers will implement iReady as a common assessment tool in grades K-8 to monitor academic progress consistently throughout the year.</p> <p>Students will attend instructionally focused field trips aligned with grade-level standards to provide hands-on learning experiences that reinforce classroom instruction and expand students' knowledge.</p> <p>Newly Credentialed Teachers will receive support through the Induction program with qualified mentors and site leads.</p>		
1.2	Increasing Academic Resources and Access: Technology, iReady Assessment & Intervention	To comprehensively support the technology needs of the school/district, a Technology Support position allows student access to 1:1 device. WUESD will continue to update devices with needs for programs used for academics, for both faculty and students. Technological services will support both the maintenance and updating of infrastructure and wiring. (LCFF)	\$298,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In order to remain a 1:1 school, devices will need to be updated as they become obsolete. In addition, devices will need to be on hand for the instances when a loaner device needs to be given, or a replacement device needs to be issued. The maintenance and update are for student and staff devices. (LCFF)</p> <p>Students and staff will be provided with professional development and management of all software programs; Support staff will generate and help staff interpret data, with the implementation and progress monitoring of all software programs, and print certificates to celebrate students accomplishments/meet growth targets.</p> <p>Parents will be supported technology through facilitating parent tech support such as troubleshooting and assisting in the maintaining 1:1 device for use with educational/academic programs. (LCFF)</p> <p>Devices will be installed with Securely, Chromebook & iPad device monitoring program. Securely provides supplemental device security for monitoring activity. Program will allow teachers to streamline programs and help refocus students during classroom instruction. It also has features to keep students safe and can alert administration or counselors to dangerous searches and possible cyberbullying while logged into a school account.</p>		
1.3	Enhance Academic Support and Professional Development through Supplemental Support	<p>Implement a comprehensive program to enhance academic support and professional development for staff, including:</p> <p>Deploy Instructional Assistants (IA) to classrooms to provide targeted intervention as needed for students below grade level standards.</p> <p>Hire two Americorps members to work closely with a core group of K-8 students, focusing on daily academic progress under the guidance of certificated staff.</p>	\$107,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Facilitate professional development for classified staff members, focusing on school-wide initiatives such as attendance, discipline, and social-emotional learning to foster a cohesive school culture and climate.</p> <p>This integrated approach aims to provide targeted academic support for students while empowering staff through professional growth opportunities, ultimately fostering a more inclusive and supportive learning environment.</p>		
1.4	Supplemental Academic Programs to Mitigate Learning Loss- Summer School and Extended Day opportunities	<p>This goal is to establish and execute academic enrichment programs aimed at mitigating learning loss and fostering holistic student development. Its aim is to provide targeted academic support and enrichment opportunities to address learning loss and promote student success. Included in this is:</p> <p>Conduct a three-week summer school session offering intervention, progress toward academic standards, enrichment, and social-emotional learning, facilitated by certificated and classified staff. Funding covers materials, supplies, and staff salaries.</p> <p>Develop engaging after-school academies, organized in 6-8 week blocks, focusing on academic and core standards enrichment. These academies will include tutoring by certificated staff and prioritize students in unduplicated counts to address learning loss.</p>	\$11,066.00	Yes
1.5	Targeted English Learner Support and Services - ELs and LTELs.	<p>WUESD English Learners will be provided the following supports:</p> <p>EL Newcomers: A dedicated ELD and Newcomer Instructional Assistant will support English Language Learners (ELL) who have been in the US 3 years or less through specialized instruction and curriculum alignment, in addition to scheduled designated ELD.</p>	\$32,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>All EL: All WUESD English Learners (inclusive of LTELs) will continue to receive an educational program designed Language Programs to ensure English acquisition occurs as rapidly and effectively as possible and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards.</p> <p>As our language acquisition program. WUESD offers a structured English Immersion (SEI) program in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Students are offered ELD and access to grade-level academic subject matter content. (Base Program)</p> <p>At Risk of becoming Long Term English Learners: WUESD Staff will work collaboratively to identify those English Learners who are at risk of being Long Term English Learners (LTELs). Based on data findings, trends will be identified and instruction will be augmented based on those needs. These students will also receive interventions in the specific areas that are keeping them from reaching reclassification status as Fluent English Proficient. Teachers will receive support for this through the support of our Curriculum and Instruction specialist and our Intervention teacher. Extra professional development and support will be provided, based on teacher feedback.</p> <p>Long Term English Learners: WUESD Staff will work collaboratively to identify those English Learners classified as Long Term English Learners (LTELs). Based on data findings, trends will be identified and instruction will be augmented based on those needs. These students will also receive interventions in the specific areas that are keeping them from reaching reclassification status as Fluent English Proficient. Teachers will receive support for this through the support of our Curriculum and Instruction specialist and our Intervention teacher, based on teacher feedback.</p> <p>To supplement our comprehensive EL program, teachers will continue to receive professional development specifically to support them in their lesson planning and delivery to meet our English Learners (inclusive of</p>		

Action #	Title	Description	Total Funds	Contributing
		LTEs) needs and improve academic and linguistic outcomes. Teachers will receive a variety of support. Some of that support will be through our Curriculum & Instruction Specialist who will lead on site professional development and data analysis to improve and enhance instruction and curriculum knowledge site wide, guide the English Language acquisition program, provide supplemental professional development for staff to help them refine their ELD practices to increase EL performance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to improve and refine our school climate to positively support the academic, social, emotional, and physical well-being of all students and offers an interactive plan to motivate students to attend school, increase student engagement, and offer enrichment opportunities, so parents send their child(ren) to school.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School culture directly effects academic progress. Since attendance is a continued issue for students in Westmorland Elementary School, a goal is needed to track and monitor effective attendance procedures. One reason WUED is implementing actions and services toward this goal is the number of students that are chronically absent in Westmorland was higher than the state and county level in 2022-23. Student attendance directly affects academic output and achievement. Increasing overall culture, student engagement opportunities, and enrichment opportunities will increase the likelihood of students attending school and will help to increase overall academic performance. All actions and services in Goal 2 will work together to increase the school climate, and allow students to stay in school, decreasing chronically absent student rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Chronic Absenteeism Rate % of students who missed 10% or more of the school year	2023 California Dashboard Chronic Absenteeism (CA) Rate ALL 42.7% YELLOW SED 42.7% YELLOW EL 40.1% YELLOW			Each year, WUESD will decrease its CA rates by 5% for ALL students group and each subgroup	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 63%. ORANGE Homeless 44.7%. ORANGE				
2.2	Average Daily Attendance (ADA) The percentage of students who attend school daily (in the form of a percentage)	2023-2024 School Year Average daily attendance school-wide was 90.66%			Each year, ADA will increase by .5%	
2.3	Local Student Climate Survey - Priority Six - School Climate % of students who indicate a "Yes, all the time or most of the time" response on district created survey	2023-2024 School Year 110 Student Climate Surveys 6th - 8th grade % indicates a "Yes, all the time or most of the time" response Happy to be at school: 39.1% School is safe to attend: 62.7% Students know the rules: 62.8% Adults help with bullying: 65.4%			Each year, percentages of each indicator will increase by 3% until reaching a minimum of 85% or higher for each indicator.	
2.4	Middle School Dropout Rate	23-24 Middle School Dropout Rate was 0.			Maintain a middle school dropout rate of 0.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students who dropped out in middle school					
2.5	Facilities Inspection Tool % of standards in repair Rating Scale From highest to lowest 99% - 100%. Exemplary 90% - 98.99%. Good 75% - 89.99% Fair 0% - 74.99%. Poor	2023-2024 FIT was 100%, and rating was Exemplary			Maintain rating of Exemplary on the Facilities Inspection Tool (FIT) as performed by Williams.	
2.6	Annual Suspension Rate % of students who were suspended each year	2023 California Dashboard Suspension Indicator ALL 3.8% ORANGE SED 4.0%. ORANGE EL 2.9% GREEN Homeless 2.4% ORANGE SWD 2.4% GREEN			Each year, WUESD will reduce suspension rate by .2% until it maintains a Suspension Rate of less than 3% for ALL students group and all subgroups.	
2.7	Annual Expulsion Rate % of students expelled during the year	2023-2024 Expulsion Rate was 0.			Maintain expulsion rate of 0.	

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	Support students well-being and social emotional learning skills	<p>Counselors will provide 1:1 and small group counseling for students. They provide lessons on Social Emotional Learning school wide and assist in the day-to-day struggles of school, home, and social pressures.</p> <p>Second Step Curriculum: Students will be provided with lessons and resources for Social Emotional learning and connectedness with lessons relevant to grade level and age level.</p> <p>Counselors will seek opportunities to provide parents specific and targeted training to help students with their academic goals, social emotional outcomes, on anti-bullying techniques and with school academic programs.</p> <p>Continue to refine and enhance school-wide expectations for students in hallways and classrooms. Provide time for staff members to collaborate on</p>	\$226,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expectations, and then have expectations presented to students and parents and stakeholders. Established expectations will be made visible with posters, banners, stickers, and other visuals across campus and in classrooms.		
2.2	Expanding Library and Student Media and Offer Sensory Room support	<p>Expand Library selection: physical (hard copy and paperback) and eBooks: Library Clerk to research books based on genre and reading level and interest with students. As books become obsolete, library clerk will remove titles and replace them with popular high-interest titles.</p> <p>Update Library with Media: Continue to improve the library space so that it is a welcoming environment for students of all ages on WUED campus. Provide substitute librarian when the librarian is out.</p> <p>Maintain Resource Library Clerk: to provide supplemental library media services for additional access to meet the needs of students on campus. Allow for limited time before and after school for students to access books, and access to media as the library gets updated. Provide library substitutes when the librarian is unavailable.</p> <p>Incentives for Accelerated Reader Points: A stipend position is offered to a Certificated teacher to monitor student reading progress. The teacher creates a system with rewards and incentives for reading and earning points throughout the year.</p> <p>Maintain Sensory & Self-Regulation Room: Maintain components in the Sensory & Self-Regulation Room for students with sensory needs. Continue to increase sensory items, and maintenance of features. Maintenance includes electrical, daily cleaning, and rotation of materials in the room.</p>	\$74,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Whole Child Supports and Incentives	<p>Provide durable backpacks annually, containing grade-appropriate materials and supplies, ensuring each student has their own supplies for home and school use, eliminating the need for sharing.</p> <p>Provide monthly, quarterly, and yearly incentives for classrooms and individual students for a variety of reasons.</p> <p>Counselors will actively engage with at-risk students to improve attendance through incentives or attendance contracts.</p> <p>WUESD will continue to partner with Big Smiles Dentistry to provide on-site dental care, addressing one of the main reasons for student absenteeism, and promoting routine dental check-ups and oral health education.</p> <p>Provide hygiene kits for students, as needed. Our targeted focus is on students who are homeless. Hygiene kits will include toiletries, and socks, underwear, and weather appropriate items (ie: beanies, blankets, mittens, sunscreen, etc.).</p> <p>To support the development of our student's organization skills, we will purchase student planners/agendas for grades 3-8, promoting organizational skills and facilitating communication between students, teachers, and parents.</p>	\$57,627.00	Yes
2.4	Safe and School Environment and Extended Support Services	<p>Implement strategies to improve the school environment and support services, including:</p> <p>Academic Enrichment Opportunities: Explore and implement enrichment programs led by experts in various fields such as music, art, cooking/baking, nutrition, sciences, and physical education, incentivizing student attendance through engaging enrichment activities.</p> <p>Maintain Health Assistance Position: to address student and staff health needs post-pandemic. This role will help manage student health records,</p>	\$245,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>attend to medical needs promptly, and provide specialized medical support on campus.</p> <p>Maintain and Upgrade Facilities: Ensure compliance with FIT and Williams regulations by addressing facility maintenance and upgrade needs to meet health and safety standards. Communication will be provided to all educational partners regarding ongoing projects and improvements. These actions collectively aim to create a conducive and safe learning environment, prioritize student health, and ensure compliance with regulatory standards.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Continue to refine and improve communication among all educational partners (e.g., Teachers, Students, Administrators, Counselors, Parents, and other support personnel).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parent and Family Engagement: WUESD developed this goal recognizing the importance of addressing parent involvement and engagement to better serve the student demographic groups including English Learners, Students with Disabilities, Foster Youth, Low Income and Homeless Youth. CA School Dashboard data for the WUESD indicate achievement gaps for these student groups in comparisons to the performance of All Students.

The existing achievement gaps will be addressed through strategic actions implemented equitably to alleviate barriers to success. To ensure that students do well academically and increase college and career readiness, WUESD will implement annual survey's for students, parents and educational partners, train and empower parents to become effectively involved in their child's education and increase school-family partnerships to raise student achievement, so it is important to promote activities to maintain parent contact with school, teachers, and counselors to monitor student progress and achievement.

Survey show us parents and educational partners want to be involved with their child's educational journey.

The actions and metrics of this goal are focused on monitoring and promoting:

- opportunities for parents to provide input through surveys, parent forums and on-going meetings
- provide outreach, input in decision-making, and ways to stay involved
- provide strong, safe, transparent and open communication

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Priority 3- Parent Engagement & Reflection Tool</p> <p>3 Focus Areas (4 questions averaged)</p> <p>I- Building Relationships between School, Staff and Families</p> <p>II - Building Partnerships for Student Outcomes</p> <p>III- Building Partnerships for Student Outcomes</p> <p>Rating Scale from lowest to highest</p> <p>1 – Exploration and Research Phase</p> <p>2 – Beginning Development</p> <p>3 – Initial Implementation</p> <p>4 – Full Implementation</p> <p>5 – Full Implementation and Sustainability</p>	<p>2023-2024 LCFF Priority 3 Reflection Tool for Family Involvement</p> <p>23-24 RESULTS</p> <p>51 parents completed</p> <p>I- Building Relationships Between School, Staff and Families: 3.26 out of 5 Overall rating of 3 (Initial Implementation)</p> <p>Need: Parents continue to see a need for supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p> <p>II- Building Partnerships for Student Outcomes: 3.28 out of 5 Overall rating of 3 (Initial Implementation)</p> <p>Need: Parents expressed a need for the district to support families to understand and exercise their legal rights and advocate for their own students and all students.</p>			Each year we will increase the averages of each of the three areas by at least .2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>III- Seek Input for Decision-Making: Outcomes: out of 3.03 out of 5 Overall rating of 3 (Initial Implementation)</p> <p>Need: Parents expressed a need that WUESD works on building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Online Communication Tools	<p>Online Communication Tools: to increase parent communication and engagement:</p> <p>WUESD will continue to use varied ways to communicate to our families including our Marquee (maintenance expenses), Apptegy (post on school website and social media), monthly color calendars (sent with students, posted on social media - Facebook, Remind, JupiterEd, etc.) and through email. Postage for letters and envelopes for supplemental mailings sent home. HP Poster-Maker (maintenance expense) will be used to print posters for school-wide events, announcements and activities.</p> <p>Parent Trainings: Jupiter Ed (students grades and communicate with staff through the parent portal). Presentations will be given annually based on student and parent needs and interests provided in surveys and Parent Forums.</p>	\$47,546.00	Yes
3.2	Parent Outreach	<p>Continue to develop and distribute surveys to educational partners to solicit input on school needs.</p> <p>Utilize various platforms such as Google forms or paper-pencil for survey distribution.</p> <p>Additionally, organize parent involvement opportunities, including Back to School Nights, Quarterly Assemblies, Movie Nights, Picnic/Lunch on the Lawn, Sporting Events, and Kinder & 8th Grade Promotion Events.</p> <p>Increase parent communication and support by creating attendance plans and assisting with the SART/SARB process through additional hours for an Office Clerk I.</p>	\$30,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Enhance communication channels by incorporating platforms such as Apptegy, Class Dojo, Instagram, JupiterEd, and Facebook.		

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
\$ \$1,505,183	\$202,061

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
45.807%	1.663%	\$58,433.12	47.470%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Academic Instruction Enhancement and Supplemental Support</p> <p>Need: Our unduplicated pupils (socio-economically disadvantaged and English Learners) have disproportionately lower rates of mastery in English Language Arts and Mathematics.</p>	<p>Action 1.1 was created to provide academic Instruction enhancement and supplemental support.</p> <p>Our Curriculum & Instruction Specialist will lead on-site professional development and data analysis to improve and enhance instruction. We will continue to provide more small group and differentiated instruction will maintain an intervention program focusing on unduplicated</p>	<p>We will monitor I-Ready assessment scores (1.9 and 1.10) and CAASPP scores (1.1 and 1.2) to monitor the effectiveness of this action. We will also track our English Learner's ELPAC scores (1.3) , progress toward language</p>

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	<p>Additionally, our unduplicated pupils have also demonstrated a greater need for intervention in these areas, as measured by CAASPP results and I-Ready Assessment Results. (see Goal One's Measuring and Reporting Results section for more detailed data).</p> <p>Teachers have identified that smaller class sizes allow for more differentiated instruction and targeted small group lessons. They have also expressed a need for targeted intervention within the school day.</p> <p>Therefore, there is a significant need for enhancement of our academic instruction as well as supplemental support for both our teachers and our students.</p> <p>Scope: LEA-wide</p>	<p>pupils who are experiencing academic gaps and could be in danger of retention We will utilize common assessments to allow us to identify students early and provide intervention in a timely manner.</p> <p>This action will increase the rigor and enrichments for students needing a challenge above and beyond the core through our GATE enhancements.</p> <p>We will continue to organize local field trips aligned with grade-level standards to provide hands-on learning experiences that reinforce classroom instruction and expand students' knowledge.</p> <p>Support for Newly Credentialed Teachers will be provided with particular attention to supporting these teacher support our unduplicated pupils varying needs.</p> <p>We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both English Language Arts and Mathematics.</p> <p>As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.</p>	<p>proficiency (1.3) and reclassification rates (1.4).</p>
1.2	Action:	To address these needs, the district will provide technological support for staff, students and their families. Training will continue throughout the year	We will monitor I-Ready assessment scores (1.9 and 1.10) and CAASPP

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	<p>Increasing Academic Resources and Access: Technology, iReady Assessment & Intervention</p> <p>Need: Our unduplicated pupils (socio-economically disadvantaged and English Learners) have disproportionately lower rates of mastery in English Language Arts and Mathematics.</p> <p>Additionally, our unduplicated pupils have also demonstrated a greater need for intervention in these areas, as measured by CAASPP results and I-Ready Assessment Results. (see Goal One's Measuring and Reporting Results section for more detailed data).</p> <p>In addition, educational partners (teachers and families) have expressed that having 1:1 student to device ratio has allowed for further learning acceleration and academic support.</p> <p>Therefore, there is a significant to to ensure that our unduplicated pupils have access to technology to support their core instruction and intervention.</p> <p>Scope: LEA-wide</p>	<p>to assist everyone in the maintenance, upkeep and smooth implementations of our programs.</p> <p>We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in English Language Arts, Mathematics and Science. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis</p>	<p>scores ELA and Math (1.1 and 1.2) to monitor the effectiveness of this action.</p>
1.3	<p>Action: Enhance Academic Support and Professional Development through Supplemental Support</p>	<p>To address these unique needs, Action 1.3 will deploy instructional assistants (IA) into classrooms, employ a dedicated ELD and Newcomer Instructional Assistant to support</p>	<p>To monitor effectiveness, we will monitor I-Ready ELA scores (1.10), ELA CAASPP scores (1.2),</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>Need: Our unduplicated pupils have demonstrated a greater need for intervention in these areas, as measured by CAASPP results and I-Ready Assessment Results. (see Goal One's Measuring and Reporting Results section for more detailed data).</p> <p>Additionally, 49.3% of our English Learners did not make progress toward English Proficiency last year. Only 16.45% of our English Learners scored a "4" (moderately developed) on the ELPAC.</p> <p>This data shows there is a great need to provide additional supports to assist our unduplicated pupils in making English language proficiency progress and mastering the ELA standards.</p> <p>Scope: LEA-wide</p>	<p>English Language Learners (ELL) who have been in the US 3 years or less, hire two Americorps members to work closely with a core group of K-8 students, focusing on daily academic progress under the guidance of certificated staff. WUESD will also facilitate professional development for classified staff members, focusing on prioritized school-wide initiatives that support our unduplicated pupils.</p> <p>We expect this action and these services will result in improved outcomes for students who are English learners, foster youth and low-income in ELA and English Language Proficiency.</p> <p>To maximize the impact of these supports throughout the LEA, these actions are being provided on an LEA-wide basis.</p>	<p>ELPAC Scores (1.3), the English Language Proficiency Indicator (1.3) and Reclassification Rates (1.4).</p>
1.4	<p>Action: Supplemental Academic Programs to Mitigate Learning Loss- Summer School and Extended Day opportunities</p> <p>Need: Our unduplicated pupils (socio-economically disadvantaged and English Learners) have disproportionately lower rates of mastery in English Language Arts and Mathematics.</p>	<p>To address these needs, we will continue our robust after school program and our summer school program as well. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both English and Math. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis</p>	<p>We will monitor I-Ready assessment scores (1.9 and 1.10) and CAASPP scores ELA and Math (1.1 and 1.2) to monitor the effectiveness of this action.</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>I-Ready scores show there is a need to support students in remediating literacy and numeracy gaps to allow students to continue to progress.</p> <p>Our Educational partners (families and students) have expressed that expanded learning opportunities such as the after school program and summer program allow for more time to target those areas that need accelerating.</p> <p>Therefore, there is a significant need for our unduplicated pupils to have academic enrichment programs aimed at mitigating learning loss and fostering holistic student development.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Support students well-being and social emotional learning skills</p> <p>Need: Our low income students have higher rates of suspension than other student groups. Our unduplicated pupils also have very high rates of chronic absenteeism. In addition, our educational partners (staff and families) have expressed the need for continued positive behavioral supports and interventions coupled with opportunities for students to strengthen</p>	<p>To address these unique needs, counselors will provide 1:1 and small group counseling for students. They will provide lessons on Social Emotional Learning school wide and assist in the day-to-day struggles of school, home, and social pressures.</p> <p>Students will be provided with lessons and resources (through our Second Step curriculum) for Social Emotional learning and connectedness with lessons relevant to grade level and age level. To support our unduplicated pupils. counselors will seek opportunities to provide parents specific and targeted training to help students with their</p>	<p>To monitor effectiveness, we will track suspension (2.6) and chronic absenteeism data (2.1)</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>their social emotional skills and be able to regulate their emotions and utilize healthy coping skills when dealing with the stresses of daily life. Therefore, there is a significant need to support students well-being and increase their social emotional learning skills</p> <p>Scope: LEA-wide</p>	<p>academic goals, social emotional outcomes, on anti-bullying techniques and with school academic programs. To reduce behavioral incidents and also suspension rates, we will continue to refine and enhance school-wide expectations in a comprehensive and tiered manner.</p> <p>We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both reduced suspension and increased chronic absenteeism. As it is likely that other students may benefit from these actions, they will be provided on an LEA-wide basis.</p>	
2.2	<p>Action: Expanding Library and Student Media and Offer Sensory Room support</p> <p>Need: Our unduplicated pupils (socio-economically disadvantaged and English Learners) have disproportionately lower rates of mastery in English Language Arts (see Goal 1 metrics). In addition, our unduplicated pupils have also demonstrated a greater need for intervention as measured by both CAASPP and I-Ready Assessment Results. (see Goal One's Measuring and Reporting Results section for more detailed data). Also, our low income students have higher rates of suspension than other student groups. These academic and behavioral needs indicate a need to expand services to support both literacy in general and</p>	<p>To address these unique needs, WUESD will expand library services, enhance student media support. Our district will also continue to offer Sensory Room support for those students who need a safe and calming space. The sensory room on campus provides a safe and calm space for students to decompress, de-stress, and develop their senses.</p> <p>We expect these actions to lead to increased literacy skills and decreased behavioral incidents. As it is likely that other students may benefit from these actions, they will be provided on an LEA-wide basis.</p>	<p>To monitor effectiveness, we will track ELA data through CAASPP scores (1.2) and I-Ready scores (1.10) as well as suspension rates (2.6) and chronic absenteeism data (2.1).</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>the behavioral needs of our unduplicated pupils.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Whole Child Supports and Incentives</p> <p>Need: WUESD continues to have very high chronic absenteeism rates with 42.7% of our students missing 10% or more of the school year. Our subgroup chronic absenteeism rates range from 40.1% (English Learners) to 63% (Students with Disabilities). Please see Goal 2 metrics for more details. When students miss this much school, it impacts all academic and behavioral measures. Working with our unduplicated pupils has illuminated the fact that our students have varied and persistent barriers that hinder them from attending schools. Some of those barriers include access to health and dental care, food insecurity, and basic student supplies to name a few. Therefore, there is a significant need to continue to provide integrated student services and wrap-around services for our students and their families.</p> <p>Scope: LEA-wide</p>	<p>To address these needs we plan to provide durable, supply filled backpacks to ensure each student has their own supplies; provide incentives for classrooms and individual students to motivate and celebrate students; actively engage with students to improve attendance through incentives and/or attendance contracts; partner with Big Smiles Dentistry to provide on-site dental care, addressing one of the main reasons for student absenteeism, and promoting routine dental check-ups and oral health education; provide hygiene kits for students, as needed; and provide student planners/agendas for grades 3-8, promoting organizational skills and facilitating communication between students, teachers, and parents.</p> <p>We expect this action and these services to result in improved chronic absenteeism outcomes for students who are foster youth, English learners, and low-income students. As it is likely that other students may benefit from these actions, they will be provided on an LEA-wide basis.</p>	<p>To monitor effectiveness, we will chronic absenteeism data (2.1) for our ALL students group and each pertinent subgroup. We will keep track of numbers associated with each of the activities in this action as well.</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
2.4	<p>Action: Safe and School Environment and Extended Support Services</p> <p>Need: Student surveys indicated that students ranked our enrichment programs (both within and beyond the school days) are some of their most valued activities. Students also expressed that they felt that student incentives helped motivate them to work hard and build positive habits. Parents also shared that the health needs of their children continues to be a priority.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, we plan to implement strategies to improve the school environment and support services, including providing enrichment programs led by experts in various fields such as music, art, cooking/baking, nutrition, sciences, and physical education within and outside the school day.</p> <p>We also plan to continue motivate and incentivize positive student behaviors and habits. To support the health of our students, we will provide support staff to manage student health records, attend to medical needs promptly, and provide specialized medical support on campus. Lastly, we will continue to work to maintain and improve our facilities annually to sustain and maintain a safe, welcoming environment for all.</p> <p>We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in increased attendance and reduced chronic absenteeism. We also anticipate to see an increase in the number of unduplicated pupils in our extended day and summer school programs. We expect this increased attendance will result in improved outcomes in ELA and mathematics.</p> <p>As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.</p>	<p>To monitor effectiveness, we will track suspension (2.6) and chronic absenteeism data (2.1). We will also track ELA (1.2 and 1.10) and Math (1.1 and 1.9) outcomes.</p>
3.1	<p>Action: Online Communication Tools</p>	<p>To address these needs, this action will continue to use varied ways to communicate to our families. In addition, Parent Trainings and presentations will</p>	<p>To monitor the effectiveness of this action, WUESD will</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>Need: The data from our Priority 3 - Parent Engagement Tool shows that we have continued work to enhance our home school connection. Each of the three areas (Building Relationships, Building Partnerships and Seeking Shared Decision Making Opportunities) all scored at the Initial Implementation level.</p> <p>In addition, families of unduplicated pupils have expressed the desire to have closer and more meaningful connections with their child's school</p> <p>Therefore, there is a significant need to incorporate best practices when enhancing our family engagement. This enhanced communication will ultimately result in improved student outcomes across the board.</p> <p>Scope: LEA-wide</p>	<p>be given annually based on student and parent needs.</p> <p>We expect this action and these services to result in improved family and parent engagement for our unduplicated families. As it is likely that other families may benefit from these actions, they will be provided on an LEA-wide basis.</p>	<p>annually administer the Priority 3 Reflection Tool to gather family input and identify trends. Additionally, staff will examine this data closely early in the 24-25 to refine our family engagement strategies.</p>
3.2	<p>Action: Parent Outreach</p> <p>Need: The data from our Priority 3 - Parent Engagement Tool shows that we have continued work to enhance our home school connection. Each of the three areas (Building Relationships, Building Partnerships and Seeking Shared Decision Making</p>	<p>To address these unique needs, we will continue to develop and distribute surveys to educational partners to solicit input on school needs; utilize various platforms such as Google forms or paper-pencil for survey distribution; organize a variety of parent involvement opportunities, increase parent communication and support by creating attendance plans; enhance communication channels by incorporating platforms such as</p>	<p>To monitor the effectiveness of this action, WUESD will annually administer the Priority 3 Reflection Tool to gather family input and identify trends. Additionally, staff will examine this data closely early in the 24-25 to refine</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Opportunities) all scored at the Initial Implementation level.</p> <p>In addition, families of unduplicated pupils have expressed the desire for the district to develop multiple opportunities for the district and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p> <p>Therefore, there is a significant need to incorporate best practices when enhancing our family engagement. This enhanced communication will ultimately result in improved student outcomes across the board.</p> <p>Scope: LEA-wide</p>	<p>Apptegy, Class Dojo, Instagram, JupiterEd, and Facebook.</p> <p>We expect this action and these services to result in improved family and parent engagement for our unduplicated families. As it is likely that other families may benefit from these actions, they will be provided on an LEA-wide basis.</p>	our family engagement strategies.

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
1.5	Action: Targeted English Learner Support and Services - ELs and LTELs.	To address these unique needs, Action 1.5 will employ a dedicated ELD and Newcomer Instructional Assistant to support English Language Learners (ELL) who have been in the	To monitor effectiveness, we will monitor I-Ready ELA scores (1.10), ELA CAASPP scores (1.2),

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Our English Learners have demonstrated a greater need for intervention in these areas, as measured by CAASPP results and I-Ready Assessment Results. (see Goal One's Measuring and Reporting Results section for more detailed data).</p> <p>Additionally, 49.3% of our English Learners did not make progress toward English Proficiency last year. Only 16.45% of our English Learners scored a "4" (moderately developed) on the ELPAC.</p> <p>Furthermore, WUESD 13.2% of our English Learners are considered Long-Term English Learners and 12.1% of our English Learners are considered At Risk of becoming Long-Term English Learners.</p> <p>This data shows there is a great need to provide additional supports to assist our English Learners in making English language proficiency progress and mastering the ELA standards.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>US 3 years or less, Our language acquisition program will be augmented and refined based on data from current English Learners. Teachers will receive support and also professional development related to high yield practices to improve the outcomes of our ELs. We expect this action and these services will result in improved outcomes for students who are English learners in ELA and English Language Proficiency.</p>	<p>ELPAC Scores (1.3), the English Language Proficiency Indicator (1.3) and Reclassification Rates (1.4).</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.

WUESD does not have any contributing actions that are associated with a planned percentage of improved services in the contributing summary table. All of WUESD's contributing actions include an expenditure of LCFF funds.

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.

Annually, WUED reviews the actions and services to increase both the quality and quantity of services for our Foster Youth, English learners, and low income students by examining data, comparing outcomes to all students, and adjusting actions and services to meet the needs of this population.

Additional concentration grant add-on funding is being used to support Foster Youth, English learners, and low income students by increasing the number of staff providing direct services to students. These positions include the Health Assistant (Action 2.4) , a technology position (Action 1.2), and additional hours for custodial staff (Action 2.4)and the office clerk (Action 2.4) position. All positions will work to minimize barriers that keep students from attending school and improve student connectedness and ultimately, student outcomes.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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	\$3,285,911	\$1,505,183	45.807%	1.663%	47.470%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,563,616.00	\$0.00	\$0.00	\$261,778.00	\$1,825,394.00	\$1,312,779.00	\$512,615.00

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	Academic Instruction Enhancement and Supplemental Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$608,769.00	\$85,541.00	\$663,170.00			\$31,140.00	\$694,310.00	0
1	1.2	Increasing Academic Resources and Access: Technology, iReady Assessment & Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$213,592.00	\$85,330.00	\$253,946.00			\$44,976.00	\$298,922.00	0
1	1.3	Enhance Academic Support and Professional Development through Supplemental Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$96,741.00	\$10,502.00	\$30,673.00			\$76,570.00	\$107,243.00	0
1	1.4	Supplemental Academic Programs to Mitigate Learning Loss- Summer School and Extended Day opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,000.00	\$6,066.00	\$11,066.00				\$11,066.00	0
1	1.5	Targeted English Learner Support and Services - ELs and LTELs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$30,978.00	\$1,194.00	\$15,067.00			\$17,105.00	\$32,172.00	0
2	2.1	Support students well-being and social emotional learning skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$188,586.00	\$37,959.00	\$226,545.00				\$226,545.00	0
2	2.2	Expanding Library and Student Media and Offer Sensory Room support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$58,126.00	\$16,083.00	\$12,164.00			\$62,045.00	\$74,209.00	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
2	2.3	Whole Child Supports and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$57,627.00	\$53,310.00			\$4,317.00	\$57,627.00	0
2	2.4	Safe and School Environment and Extended Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$63,432.00	\$182,152.00	\$219,959.00			\$25,625.00	\$245,584.00	0
3	3.1	Online Communication Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$23,777.00	\$23,769.00	\$47,546.00				\$47,546.00	0
3	3.2	Parent Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$23,778.00	\$6,392.00	\$30,170.00				\$30,170.00	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
\$3,285,911	\$1,505,183	45.807%	1.663%	47.470%	\$1,563,616.00	0.000%	47.585 %	Total:	\$1,563,616.00
								LEA-wide Total:	\$1,548,549.00
								Limited Total:	\$15,067.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Instruction Enhancement and Supplemental Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$663,170.00	0
1	1.2	Increasing Academic Resources and Access: Technology, iReady Assessment & Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,946.00	0
1	1.3	Enhance Academic Support and Professional Development through Supplemental Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,673.00	0
1	1.4	Supplemental Academic Programs to Mitigate Learning Loss- Summer School and Extended Day opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,066.00	0
1	1.5	Targeted English Learner Support and Services - ELs and LTELs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,067.00	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	2.1	Support students well-being and social emotional learning skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$226,545.00	0
2	2.2	Expanding Library and Student Media and Offer Sensory Room support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,164.00	0
2	2.3	Whole Child Supports and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,310.00	0
2	2.4	Safe and School Environment and Extended Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$219,959.00	0
3	3.1	Online Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,546.00	0
3	3.2	Parent Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,170.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,257,995.00	\$2,361,953.86

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	Curriculum & Instruction Specialist	Yes	\$185,046.00	\$65,378.84
1	1.2	iReady Assessment & Intervention	Yes	\$19,999.00	\$35,436.81
1	1.3	Instructional Assistants in every classroom.	Yes	\$695,607.00	\$767,775.37
1	1.4	Supplemental Academic Programs	Yes	\$22,013.00	\$5,725.83
1	1.5	Professional Development	Yes	\$41,229.00	\$62,520.10
1	1.6	ELD and Newcomer Instructional Assistant	Yes	\$19,891.00	\$24,169.07
1	1.7	Transportation for one field trip per grade level.	Yes	\$14,426.00	\$3,615.23
1	1.8	Special Education Instructional Assistants	No	0	0
1	1.9	Recruit and Retain highly qualified teachers	Yes	\$23,135.00	\$8,473.45
1	1.10	ELPAC Test Examiners	No	\$8,060.00	0

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	1.11	Intervention Teacher Position	Yes	\$164,370.00	\$184.46
1	1.12	Consultation meetings with Private Schools.	No	\$160.00	0
1	1.13	Provide Summer School for at-risk students	Yes	\$35,000.00	0
1	1.14	Academic Kits for Kidz	Yes	\$10,012.00	\$6,523.38
1	1.15	Americorps Members	Yes	\$16,029.00	\$24,263.10
1	1.16	Afterschool Academies	Yes	\$2,137.00	0
1	1.17	Technology Support Position	Yes	\$230,797.00	\$233,225.19
1	1.18	Maintain and update technology/devices	Yes	\$10,686.00	\$49,923.11
1	1.19	Enrichment and Elective Opportunities	Yes	\$10,000.00	\$167.24
1	1.20	New: Technology Support for Students, Teachers and Parents	Yes	\$60,429.00	\$47,250.86
1	1.21	New: Supplemental ELA and Math Staffing	Yes	\$254,504.00	\$195,286.15
1	1.22	New: Increased and Improved Services for ELA and Math TK - 8	Yes	\$367,569.00	\$200,114.46
2	2.1	Attendance Incentives	Yes	\$17,082.00	\$31,327.07
2	2.2	Big Smiles Dentistry Program	Yes	\$1,069.00	\$1,369.52

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	2.3	Hygiene Kits for Foster Youth	Yes	\$1,545.00	0
2	2.4	Counseling Team: 3 counselors on site	Yes	\$238,782.00	\$42,779.55
2	2.5	Second Step Curriculum	Yes	\$6,946.00	0.
2	2.6	Parent Training	Yes	\$5,343.00	\$7,480.20
2	2.7	Expand Library selection: physical and eBooks	Yes	\$5,343.00	\$11,172.66
2	2.8	Update Library with Media	Yes	\$2,885.00	\$961.74
2	2.9	Maintain Sensory & Self-Regulation Room	Yes	\$3,206.00	0
2	2.10	Maintain Expanded Hours for Librarian Assistant	Yes	\$52,842.00	\$61,621.01
2	2.11	Incentives for Accelerated Reader Points	Yes	\$4,274.00	0
2	2.12	Academic Enrichment Opportunities	Yes	\$34,249.00	\$35,117.28
2	2.13	Update and/or replace PE/Recess Equipment	No	\$10,000.00	0
2	2.14	Health & Wellness Positions	No	\$194,588.00	0
2	2.15	Health Assistant Position	Yes	\$27,784.00	\$49,592.91

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	2.16	Articulation with BUHS	Yes	\$1,069.00	0
2	2.17	Maintain and upgrade facilities as needed per the FIT & Williams	Yes	\$36,404.00	\$45,975.33
2	2.18	Research Character Education Program for student recognition	Yes	\$4,007.00	\$2,679.95
2	2.19	Securely	Yes	\$3,206.00	\$131.16
2	2.20	Articulation with BUHS - SPED Transition & Planning	No	\$288.00	0
2	2.21	New: Additional cleaning procedures to increase safety on campus due to the increased COVID exposure	Yes	\$12,508.00	\$28,198.78
2	2.22	New: Additional staff and student safety	Yes	\$156,673.00	\$154,038.69
2	2.23	New: Additional social and emotional support	Yes	\$26,715.00	0
2	2.24	New: Supplement with physical education and well-being activities for grades 6th - 8th	Yes	\$53,430.00	0
2	2.25	New: Additional technical support to increase academic learning opportunities for students and staff	Yes	\$2,137.00	\$3,302.34
2	2.26	New: Additional art opportunities for grades 1st - 3rd	Yes	\$53,430.00	0
3	3.1	Online Communication Tools	Yes	\$7,480.00	\$50,835.54
3	3.2	Color Calendars	Yes	\$4,274.00	0

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)
3	3.3	Parent Training on Jupiter Ed	Yes	\$2,137.00	\$2,243.53
3	3.4	New Marquee	Yes	\$43,057.00	\$62,019.09
3	3.5	Develop and distribute surveys for input	No	\$100.00	0
3	3.6	Parent involvement Opportunities	Yes	\$8,549.00	\$2,033.94
3	3.7	Review/Revise Report Cards	No	\$3,432.00	0
3	3.8	Professional Development for Classified Staff	Yes	\$3,206.00	0
3	3.9	School Wide Expectations	Yes	\$4,274.00	\$14,500.12
3	3.10	Postage for letters and mailings sent home	Yes	\$10,686.00	\$7,160.80
3	3.11	New: Provide additional enlarged visual communication	Yes	\$5,557.00	0
3	3.12	New: Develop student organization skills	Yes	\$6,371.00	\$3,728.69
3	3.13	New: Increase parent communication and support with creating attendance plans and SART/SARB process.	Yes	\$11,968.00	\$13,651.31

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)
\$1,616,881	\$2,335,871.00	\$2,109,775.18	\$226,095.82	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum & Instruction Specialist	Yes	\$185,046.00	\$65,378.84	0	
1	1.2	iReady Assessment & Intervention	Yes	\$19,999.00	\$35,436.81	0	
1	1.3	Instructional Assistants in every classroom.	Yes	\$639,505.00	\$695,727.19	0	
1	1.4	Supplemental Academic Programs	Yes	\$22,013.00	0	0	
1	1.5	Professional Development	Yes	\$21,372.00	\$40,608.94	0	
1	1.6	ELD and Newcomer Instructional Assistant	Yes	0	\$4,354.37	0	
1	1.7	Transportation for one field trip per grade level.	Yes	\$2,137.00	\$2,696.07	0	
1	1.9	Recruit and Retain highly qualified teachers	Yes	\$5,343.00	\$6,603.40	0	
1	1.11	Intervention Teacher Position	Yes	0	\$184.46	0	
1	1.13	Provide Summer School for at-risk students	Yes	\$0.00	0	0	
1	1.14	Academic Kits for Kidz	Yes	0	0	0	
1	1.15	Americorps Members	Yes	\$16,029.00	\$24,263.10	0	

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	1.16	Afterschool Academies	Yes	\$2,137.00	0	0	
1	1.17	Technology Support Position	Yes	\$170,025.00	\$171,479.98	0	
1	1.18	Maintain and update technology/devices	Yes	\$10,686.00	\$49,923.11	0	
1	1.19	Enrichment and Elective Opportunities	Yes	0	\$167.24	0	
1	1.20	New: Technology Support for Students, Teachers and Parents	Yes	\$60,429.00	\$47,250.86	0	
1	1.21	New: Supplemental ELA and Math Staffing	Yes	\$253,435.00	\$195,286.15	0	
1	1.22	New: Increased and Improved Services for ELA and Math TK - 8	Yes	\$367,569.00	\$200,114.46	0	
2	2.1	Attendance Incentives	Yes	\$17,082.00	\$31,327.07	0	
2	2.2	Big Smiles Dentistry Program	Yes	\$1,069.00	\$1,369.52	0	
2	2.3	Hygiene Kits for Foster Youth	Yes	\$1,411.00	0	0	
2	2.4	Counseling Team: 3 counselors on site	Yes	\$8,549.00	\$42,779.55	0	
2	2.5	Second Step Curriculum	Yes	\$1,603.00	0	0	
2	2.6	Parent Training	Yes	\$5,343.00	\$7,480.20	0	
2	2.7	Expand Library selection: physical and eBooks	Yes	\$5,343.00	\$11,172.66	0	
2	2.8	Update Library with Media	Yes	\$2,885.00	\$961.74	0	
2	2.9	Maintain Sensory & Self-Regulation Room	Yes	\$3,206.00	0	0	
2	2.10	Maintain Expanded Hours for Librarian Assistant	Yes	\$0.00	0	0	

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	2.11	Incentives for Accelerated Reader Points	Yes	\$4,274.00	0	0	
2	2.12	Academic Enrichment Opportunities	Yes	\$34,249.00	\$35,117.28	0	
2	2.15	Health Assistant Position	Yes	\$27,784.00	\$49,592.91	0	
2	2.16	Articulation with BUHS	Yes	\$1,069.00	0	0	
2	2.17	Maintain and upgrade facilities as needed per the FIT & Williams	Yes	\$36,404.00	\$45,975.33	0	
2	2.18	Research Character Education Program for student recognition	Yes	\$4,007.00	\$2,679.95	0	
2	2.19	Securely	Yes	\$3,206.00	\$131.16	0	
2	2.21	New: Additional cleaning procedures to increase safety on campus due to the increased COVID exposure	Yes	\$12,508.00	\$28,198.78	0	
2	2.22	New: Additional staff and student safety	Yes	\$156,673.00	\$154,038.69	0	
2	2.23	New: Additional social and emotional support	Yes	\$26,715.00	0	0	
2	2.24	New: Supplement with physical education and well-being activities for grades 6th - 8th	Yes	\$53,430.00	0	0	
2	2.25	New: Additional technical support to increase academic learning opportunities for students and staff	Yes	\$2,137.00	\$3,302.34	0	
2	2.26	New: Additional art opportunities for grades 1st - 3rd	Yes	\$53,430.00	0	0	
3	3.1	Online Communication Tools	Yes	\$7,480.00	\$50,835.54	0	
3	3.2	Color Calendars	Yes	\$4,274.00	0	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Parent Training on Jupiter Ed	Yes	\$2,137.00	\$2,243.53	0	
3	3.4	New Marquee	Yes	\$43,057.00	\$62,019.09	0	
3	3.6	Parent involvement Opportunities	Yes	\$8,549.00	\$2,033.94	0	
3	3.8	Professional Development for Classified Staff	Yes	\$3,206.00	0	0	
3	3.9	School Wide Expectations	Yes	\$4,274.00	\$14,500.12	0	
3	3.10	Postage for letters and mailings sent home	Yes	\$10,686.00	\$7,160.80	0	
3	3.11	New: Provide additional enlarged visual communication	Yes	\$1,069.00	0	0	
3	3.12	New: Develop student organization skills	Yes	\$1,069.00	\$3,728.69	0	
3	3.13	New: Increase parent communication and support with creating attendance plans and SART/SARB process.	Yes	\$11,968.00	\$13,651.31	0	

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)
\$3,513,877	\$1,616,881	15.69%	61.704%	\$2,109,775.18	0.000%	60.041%	\$58,433.12	1.663%

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).

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