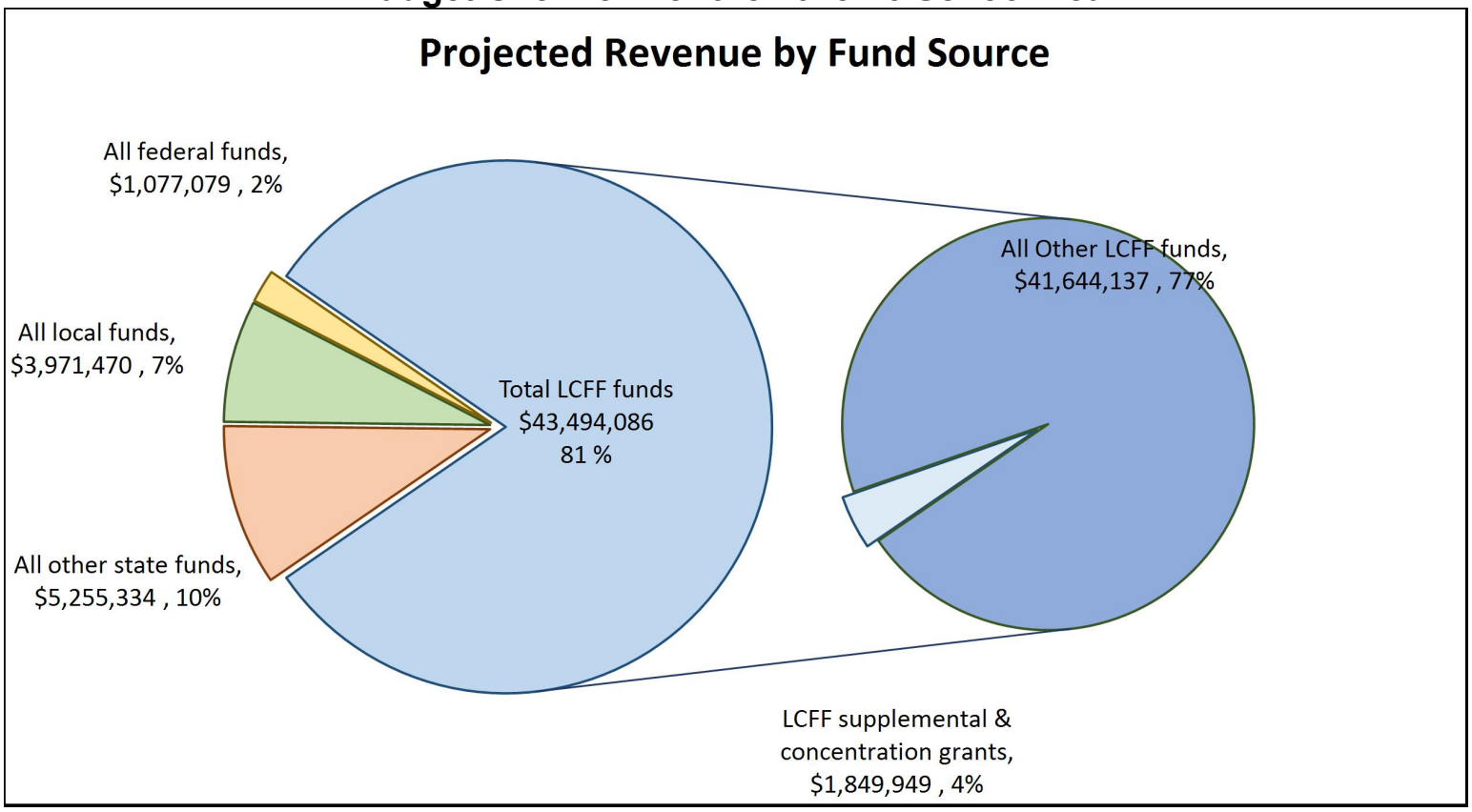
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Walnut Creek Elementary School District
CDS Code: 07-61812-0000000
School Year: 2025-26
LEA contact information:
Marie Morgan
Superintendent
mmorgan@walnutcreeksd.org
925.944.6850

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

Budget Overview for the 2025-26 School Year

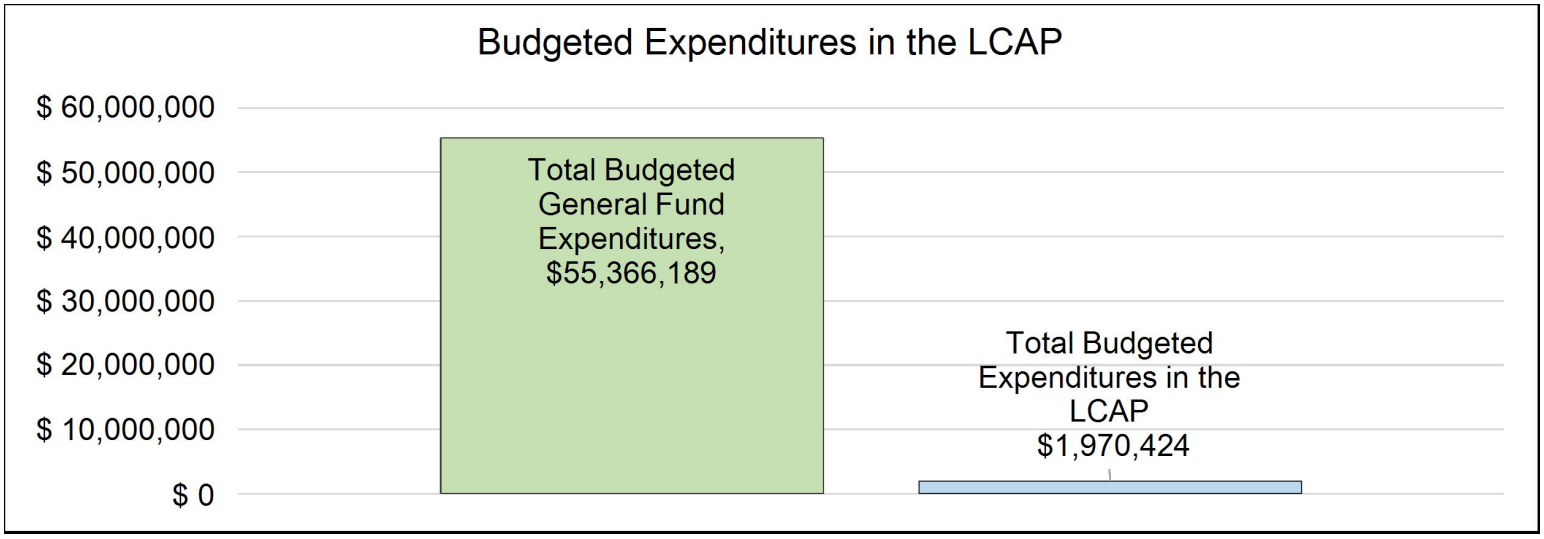


This chart shows the total general purpose revenue Walnut Creek Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Walnut Creek Elementary School District is $53,797,969, of which $43,494,086 is Local Control Funding Formula (LCFF), $5,255,334 is other state funds, $3,971,470 is local funds, and $1,077,079 is federal funds. Of the $43,494,086 in LCFF Funds, $1,849,949 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 Walnut Creek Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Walnut Creek Elementary School District plans to spend $55,366,189 for the 2025-26 school year. Of that amount, $1,970,424 is tied to actions/services in the LCAP and $53,395,765 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

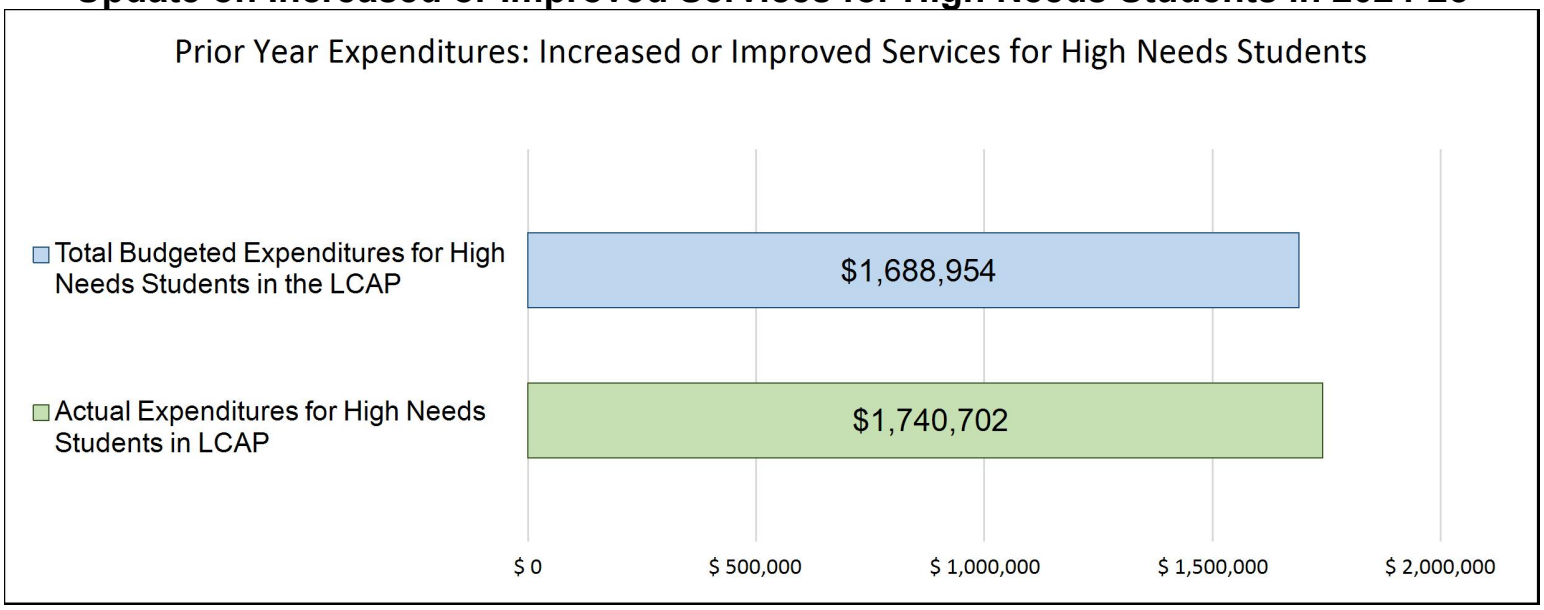
80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health, and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2025-26, Walnut Creek Elementary School District is projecting it will receive $1,849,949 based on the enrollment of foster youth, English learner, and low-income students. Walnut Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Walnut Creek Elementary School District plans to spend $1,858,827 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Walnut Creek Elementary School District's LCAP budgeted $1,688,954 for planned actions to increase or improve services for high needs students. Walnut Creek Elementary School District actually spent $1,740,702 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Walnut Creek Elementary School District	Marie Morgan Superintendent	mmorgan@walnutcreeksd.org 925.944.6850

Plan Summary [2025-26]

General Information

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

Walnut Creek Elementary School District is a PK-8 elementary district located in the central Bay Area. The community of Walnut Creek is a unique combination of urban, suburban, and open-space areas. The district is responsible for meeting the educational needs of approximately 3,547 students at six elementary schools and one intermediate school. The sixth elementary school, a K-8 school, opened in 2015. In grades TK-5, students learn primarily in self-contained classrooms, while in grades 6-8, students are in both core and elective courses. The goals and actions of the LCAP are focused on meeting the needs of all students, including unduplicated populations; English Learners (14.1%), Socioeconomically Disadvantaged (16.1%), Foster Youth (0%), and Students with Disabilities (10%). The diverse student population includes the following significant ethnic populations: Hispanic (15.5%), Asian (15.8%), Filipino (2.5%), White (48.4%), Black or African American (2.6%), and Two or More Races (11.6%).

Note: As a TK-8 elementary school district, the following Priorities do not apply: Priority 4B - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4C -the percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks; Priority 4D - The percentage of students who have successfully completed both types of courses described above in (B) and (C); Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate.

Reflections: Annual Performance

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

Analysis of WCSD's performance on state indicators reported in the 2024 California School Dashboard shows the academic indicator for ELA as a Green Level with a status of High, 41.6 points above standard. The 2024-25 school year local data (K-5 Reading Level, 6th - 8th Grade NWEA MAP shows the percentage of K-8 students meeting or exceeding grade-level expectations on the English Language Arts local benchmark was 77%.

The 2024 California School Dashboard shows the academic indicator for mathematics as a Green Level with a status of High, 29.2 points above standard for all students.

The 2023 California School Dashboard also shows areas for improvement. The following student groups received in the lowest performance level (Red):
Academic Performance: ELA and Math: Walnut Creek Intermediate Students with Disabilities
Chronic Absenteeism: Buena Vista: Socio-economically Disadvantaged, Students with Disabilities, Hispanic, White, All Students; Indian Valley: English Learners; Murwood: English Learners, Students with Disabilities, White; Walnut Heights: English Learners, Students with Disabilities, Socio-economically Disadvantaged, White; Walnut Creek Intermediate: African American, White

The 2024 California School Dashboard also shows areas for improvement. The following student groups received the lowest performance level (Red):
Academic Performance: ELA: WCSD Long Term English Learners (LTEL), Walnut Creek Intermediate: LTEL, Murwood: SWD
Academic Performance Math: WCSD LTEL
Chronic Absenteeism: WCSD: LTEL, Buena Vista: Hispanic; Murwood: All students, English Learners, SED, Students with Disabilities, Asian
Suspension Rate: WCSD: African American (3 students 2022-23 to 6 students 2023-24, Tice Creek: Students with Disabilities (1 student 2022-23 to 4 students 2023-24)

Student survey results show the Walnut Creek School District continues to provide a positive school climate.
2023-24 California Health Kids Survey 5th grade - 79% School Connectedness, 7th Grade - 61% School Connectedness 2024-25 Middle School Youth Truth Survey - 85 Percentile Belonging & Peer Collaboration
2023-24 California Health Kids Survey 5th grade - 74% Caring Adult Relationships, 7th grade - 66% Caring Adult Relationships

These areas of overall strong performance are the result of continued emphasis on high-quality instruction aligned to academic and social-emotional standards. The district's continued focus on social-emotional competencies, with identified time within the school day for morning meetings and advisory periods, as well as tier 2 academic supports provided during the school day, has been a vital support to students. We will continue to support our MTSS framework with the aligned actions in the 2024-27 LCAP plan.

Learning Recovery Emergency Block Grant (LREBG) Funds
WCSD's LCAP Goal and Action # 1.3 (English Learner and Long Term English Learner Support) will be increased with the use of remaining LREBG funds. WCSD projects a carryover of $289,121.04 in LREBG funds into the 2025–26 school year. Of that amount, $111,597 is budgeted to support LCAP Goal and Action 1.3. for 2025-26, $111,597 in 2026-27, and $65,927.04 in 2027–28, thereby fully expending the carryover balance of $289,121.04.

Increasing certificated staff will increase one-on-one or small group learning to accelerate the progress of English Learners and Long Term English Learners which is aligned with the allowable uses of funds identified in EC Section 32526(c)(2). WCSD completed a needs assessment required by EC Section 32526(d) and found that our English Learners are performing at a low status in ELA CAASPP and are also at a high status on Chronic Absenteeism. Our LTELs are in the "greatest need" in the areas of ELA, math & Chronic Absenteeism. The addition of certified staff to support our English Learner student group will provide additional small-group instruction. It will also provide Tier one coaching support to classroom teamsers to increase their strategies to provide a language rich interactive classroom as supported by the research of Sharon Raye Goldman, CITA Education; Monica Lara, Consultant; Stephen Fleenor; John Seidlitz, 4/12/2021, "The 7 Steps Study: Evaluating Program Effectiveness for Teaching English Learners", Paper presented at the 2021 annual meeting of the American Educational Research Association. Retrieved from the AERA Online Paper Repository.
https://drive.google.com/file/d/1pV3jw4KrARBKe7xPJiTMfVLu6Y-Ntjz0/view

Reflections: Technical Assistance

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

WCSD is currently receiving Differentiated Assistance due to the performance of our Long-Term English Learner (LTEL) student group, identified in the lowest performance level (red) for English Language Arts, Mathematics, and Chronic Absenteeism on the California School Dashboard.

A team of district administrators has actively participated in all Differentiated Assistance sessions facilitated by the Contra Costa County Office of Education. Through this collaborative process, the team conducted a comprehensive needs assessment, identified root causes, and developed the following Aim Statement:
"By June 2027, reduce the percentage of LTELs from 9% to 7.8%."
which directly aligns with LCAP Goal and Action #1.3.

The needs assessment highlighted a critical focus area: strengthening support for dually identified English Learners (students who are both English Learners and students with disabilities). In response, WCSD will prioritize targeted professional learning during the 2025–26 school year for both Special Education and General Education staff. This professional learning will emphasize instructional strategies that promote the development of academic language and accessibility supports for this student group.

Additionally, staff will dedicate time to ensuring that each student has access to appropriate accommodations and supports, as outlined in the California Practitioner's Guide for Educating English Learners with Disabilities. These actions are part of WCSD’s broader continuous improvement efforts to close achievement gaps and accelerate progress for our LTEL students.

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.

No schools in WCSD have been identified for comprehensive support and improvement.

Support for Identified Schools

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

Does not apply to WCSD.

Monitoring and Evaluating Effectiveness

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

Does not apply to WCSD.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, local bargaining units	Principals led LCAP engagement sessions during a staff meeting between February and March. The input was then discussed and shared at a Principals' strategic planning input session. CTA Executive Board was presented with the District's Budget Budget Roadshow which included LCAP on 4/17/25. CSEA members were invited to participate in the LCAP survey on 4/22/25.
Parents	Superintendent Morgan held Listening Sessions for parents at each school site and at PTA meetings: 9/6/24, 9/13/24, 9/17/24, 9/18/24, 9/20/24, 10/3/24, 10/10/24. All families were invited to participate in our annual elementary & middle school Youth Truth Family survey. Principals facilitated School Site Council and PTA meetings that included LCAP input sessions: 2/13/25. 2/26/25, 3/5/25, 3/12/25, 3/19/25, 3/26/25, 3/27/25 14 Parents on the Parent Advisory Committee/District Strategic Planning Meeting held on 3/24/25. District English Learner Committee (DELAC) gave LCAP input on their meeting held on 4/24/25.
Students	Students participated in middle school School Site Council LCAP input sessions and and comprised 5 positions on the Parent Advisory Committee/District Strategic Planning Committee 3/24/25.

Educational Partner(s)	Process for Engagement
Walnut Creek Governing Board	LCAP focus areas and metrics were discussed at the following Governing Board Meetings: 10/28/24, 11/18/24, 12/9/24, 1/13/25, 3/24/25, 5/19/25.
Contra Costa SELPA	WCSD consulted with SELPA at an LCAP review meeting on 3/26/25.

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

The development of the 2025–26 Local Control and Accountability Plan (LCAP) was shaped by the extensive input gathered through strategic engagement with a diverse set of educational partners. The District LCAP/Strategic Plan Advisory Committee—comprising parents, community members, certificated and classified staff (including bargaining unit representatives), site principals, students, and district administrators—played a central role in reviewing the 2024 - 2025 LCAP. Input was also collected from the District English Learner Advisory Committee (DELAC), School Site Councils, the District Equity Committee, and staff meetings.
Feedback was collected for each of the district's four priority areas: Academic Excellence and Global Competencies, Emotional Wellness, Equity and Belonging, and Family and Community Connection. Partners consistently affirmed the impact of current focus areas, advocating for continuity and further investment in successful strategies. This affirmation provided a foundation for maintaining key goals and refining targeted actions.

Influence of Educational Partner Feedback on 2025–26 Actions:
A thematic analysis of the feedback informed several enhancements in the LCAP, most notably:

Goal 1: Academic Excellence & Global Competencies
Feedback from DELAC meetings, the LCAP survey, and Strategic Planning sessions highlighted the need for greater support for English Learners. In response:
Action 1.3 (English Learner and Long-Term English Learner Support) was revised to increase staffing for delivering small group Designated English Language Development (ELD) instruction. This expansion is designed to meet the academic and language acquisition needs of EL students, as identified through consultations with families and educators. Additionally, teacher and parent input influenced the modification of the K-2 ELA metric to DIBELS8, which aligns with SB 114.

Goal 2: Emotional Wellness & Equity and Belonging
After reviewing Youth Truth Student Survey results, feedback from our educational partners influenced the modification to adjust the metric from the overall average rating to the percentage of positive responses for a key question within each rating area: Student Engagement, Academic Challenge, Relationships with Teachers, Belonging & Peer Collaboration, and School Culture. This approach provides a more measurable growth metric.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Excellence & Global Competencies: These actions will ensure that all students have access to a high-quality educational experience eliminating barriers and decreasing the opportunity gaps between student groups as seen in local and state English Language Arts and Mathematics assessment results. This goal aligns with WCSD's Strategic Plan focus areas of Academic Excellence & Global Competencies and Equity & Belonging.	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.

Analysis of student performance on local benchmark assessments and state summative assessments shows a gap between student groups:

ELA 2022-23 CAASPP SBAC
All: +43.4, Green
EL: -15.5, Orange
SED: -9.4, Orange
SWD: -58.5, Yellow
African American: -9.9, Orange
Hispanic: +5.5, Yellow

Math 2022-23 CAASPP SBAC
All: +29.4, Green
EL: +14.4, Yellow
SED: -22.7, Green
SWD: -69.1, Yellow
African American:-36.8, Orange,
Hispanic: -12.6, Yellow

Analysis of student performance on local benchmark assessments and state summative assessments shows a gap between student groups as seen in district metrics. Input received from stakeholders through the strategic planning process indicates a shared goal of continuing

high-impact educator weekly collaboration (i.e. prioritizing learning standards, formative assessment practices, planning differentiated instruction) in order to support the academic success of all students. Additionally, providing all students with pathways to support the six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking will lead to increased levels of engaging and relevant learning experiences leading to improved student outcomes.

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 SBAC English Language Arts average distance from standard (Priority 4a) CAASPP SBAC English Language Arts Percent Proficient Walnut Creek Intermediate	2023 Dashboard (2022-23 SBAC) All: +43.4, Green EL: -15.5, Orange SED: -9.4, Orange SWD: -58.5, Yellow Asian: 60, Green African American: -9.9, Orange Filipino: +54.2, Blue Hispanic: +5.5, Yellow Two or more races: +63.7, Blue White: +48.5, Blue LTEL: -77.2 2023 CAASPP SBAC English Language Arts Percent Proficient Walnut Creek Intermediate All: 66% EL: 19% SED: 44% SWD: 16%	2024 Dashboard (2023-24 SBAC) All: +41.6, Green EL: -20.4, Orange SED: +5.9, Green SWD: -49.3, Yellow Asian: +61.2, Blue African American: -9.9, Orange Filipino: +62.5, Blue Hispanic: +1.1, Yellow Two or more races: +57.6, Green White: +47.9, Blue LTEL: -86.4, Red 2024 CAASPP SBAC English Language Arts Percent Proficient Walnut Creek Intermediate All: 70%		2026 Dashboard (2025-26 SBAC) All: +45, Green EL: +5.0, Green SED: +13.3, Green SWD: -13.5, Yellow Asian: +60, Blue African American: +20.1, Green Filipino: +54.2, Blue Hispanic: +20.2, Green Two or more races: +63.7, Blue White: +48.5, Blue 2026 CAASPP SBAC English Language Arts Percent Proficient Walnut Creek Intermediate All: 70% EL: 24% SED: 49% SWD: 21%	2024 Dashboard (2023-24 SBAC) All: -1.8 EL: -4.9 SED: +15.3 SWD: +9.2 Asian: +1.2 African American: 0 Filipino: +8.3 Hispanic: -4.4 Two or more races: -6.1 White: -0.6 LTEL: -9.2 2024 CAASPP SBAC English Language Arts Percent Proficient Walnut Creek Intermediate All: +4% EL: -9% SED: +2% SWD: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 10% SED: 46% SWD: 25%			
1.2	CAASPP SBAC Math Average distance from standard (Priority 4a)	2023 Dashboard (2022-23 SBAC) All: +29.4, Green EL: -14.4, Yellow SED: -22.7, Green SWD: -69.1, Yellow Asian: +64.5, Blue African American:-36.8, Orange, Filipino: +35.5, Blue Hispanic: -12.6, Yellow Two or more races: +43, Blue White: +33.1, Green LTEL: -109.9 2023 CAASPP SBAC Math Percent Proficient Walnut Creek Intermediate All: 57% EL: 10% SED: 37% SWD: 15%	2024 Dashboard (2023-24 SBAC) All: +29.2, Green EL: -15.3, Yellow SED: -5.6, Green SWD: -63.4, Yellow Asian: +62.3, Blue African American:-19, Green Filipino: +45.5, Blue Hispanic: -18.3, Yellow Two or more races: +40.3, Blue White: +35.3, Blue LTEL: -107.7 Red (EL= 11%, SED= 30%, SWD=16% Baseline corrected in 2024-25) 2024 CAASPP SBAC Math Percent Proficient Walnut Creek Intermediate All: 60% EL: 15% SED: 34% SWD: 21%		2026 Dashboard (2025-26 SBAC) All: +33.6, Green EL: -5.4, Green SED: -13.7, Green SWD: -36.1, Yellow Asian: +64.5, Blue African American: -25, Green Filipino: +35.5, Blue Hispanic: -3.6, Green Two or more races: +43, Blue White: +33.1, Green 2026 CAASPP SBAC Math Percent Proficient Walnut Creek Intermediate All: 62% EL: 15% SED: 42% SWD: 20%	All: -0.2 EL: -0.9 SED: +17.1 SWD: +5.7 Asian: -2.2 African American: +17.8 Filipino: +10 Hispanic: -5.7 Two or more races: -2.7 White: +2.2 LTEL: +2.2 Walnut Creek Intermediate All: +3% EL: +4% SED: +4% SWD: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP Science (CAST) Percent of students standard met or exceeded (Priority 4a)	2022-23 51.01% meeting or exceeding standards for science	2023-24 53% meeting or exceeding standards for science		2025-26 70% meeting or exceeding standards for science	+1.99%
1.4	Summative ELPAC English Learner Progress Dashboard Indicator (Priority 4e)	2023 Dashboard (2022-23 ELPAC) 56.5% making progress towards English language proficiency	2024 Dashboard (2023-24 ELPAC) 58.8% making progress towards English language proficiency		2026 Dashboard (2025-26 ELPAC) 60% making progress towards English language proficiency	+2.3%
1.5	English Learner Reclassification Rate (Priority 4f)	2022-23 13.6% Local Data	2023-24 14.35% Local Data		2026-27 15% Local Data	+0.75%
1.6	Long Term English Learners (LTEL) (Priority 8a)	2022-23 9.1% Dataquest	2023-24 8.1% Dataquest		2025-26 5% Dataquest	-1%
1.7	All Grades/Courses taught by fully credentialed teachers as reported out on Dashboard Local Indicators. (Priority 1a)	2022-23 89.2% Dataquest for 2021-22	87% DataQuest for 2022-23		2025-26 90% Dataquest	-2.2%
1.8	Access to standards aligned instructional materials for all students. (Priority 1b)	2023-2024 100% of the pupils and teachers had sufficient access to the	2024-2025 100% of the pupils and teachers had sufficient access to		2025-2026 100% of the pupils and teachers had sufficient access to	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards-aligned instructional materials in order to fully access and implement academic content and performance standards.	the standards-aligned instructional materials in order to fully access and implement academic content and performance standards.		the standards-aligned instructional materials in order to fully access and implement academic content and performance standards.	
1.9	Facility Conditions are maintained in good repair (Priority 1c)	2023-24 School facilities are maintained and in good repair as reported out on Dashboard Local Indicators.	2024-25 School facilities are maintained and in good repair as reported out on Dashboard Local Indicators		2025-26 School facilities are maintained and in good repair as reported out on Dashboard Local Indicators.	maintained
1.10	Implementation of standards for all students and services that enable ELs access to CCSS and ELD standards (2A, 2B)	2022-23 Implementation of Academic Standards as reported in the Local Indicator reflection tool - average 4 = Full Implementation	2024-25 Implementation of Academic Standards as reported in the Local Indicator reflection tool - average 4 = Full Implementation		2025-26 Implementation of Academic Standards as reported in the Local Indicator reflection tool - average 4 = Full Implementation	maintained
1.11	Maintain a broad course of study that includes all subject areas for all students including EL, SED, SWD, and FY as reported out on Dashboard Local Indicators. (Priority 7a, b, c)	2023-2024 100% of Walnut Creek School district's students had full access to a broad course of studies as defined by California Education code 512110 (a)-(i).	2024-2025 100% of Walnut Creek School district's students had full access to a broad course of studies as defined by California		2025-2026 100% of Walnut Creek School district's students had full access to a broad course of studies as defined by California	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Education code 512110 (a)-(i).		Education code 512110 (a)-(i).	
1.12	Pupil outcomes academically and social/emotionally will increase based on implementing MTSS, ELD standards, and inclusive practices as measured by: 1- 5 Informal Reading Inventory, 1st Grade Phonics/Decoding Assessment, 6th - 8th grade Mathematics Diagnostic Testing Project and 6th - 8th MAP. (Priority 8a)	May 2023 77% Proficient 1st-5th grade Reading Level Mathematics Diagnostic Testing Project 6th Grade Spring: 61% at or above critical level 7th Grade Spring: 49% at or above critical level 8th Grade Spring: 49% at or above critical level May 2024 67 % Proficient in 1st Grade Phonics/Decoding Assessment 76 % Proficient 6th - 8th MAP	May 2024 76% Proficient 1st-5th grade Reading Level May 2024 K-2 DIBELS administration will begin 2025-26 Mathematics Diagnostic Testing Project 6th Grade Spring: 67% at or above critical level 7th Grade Spring: 56% at or above critical level 8th Grade Spring: 52% at or above critical level May 2025 79% Proficient in 1st Grade Phonics/Decoding Assessment 79% Proficient ELA 6th - 8th MAP		75% 3rd - 5th grade Reading Level *For 2025-26 new metric: May 2027 75% Proficient K-2 DIBELS Mathematics Diagnostic Testing Project 6th Grade Spring: 73% at or above critical level 7th Grade Spring: 65% at or above critical level 8th Grade Spring: 61% at or above critical level May 2027 70% Proficient in1st Grade Phonics/Decoding Assessment 80% Proficient 6th - 8th ELA MAP	-1% Proficient 1st-5th grade Reading Level K-2 DIBELS Data available 2025-26 Mathematics Diagnostic Testing Project +6% 6th Grade Spring: at or above critical level + 7% 7th Grade Spring: at or above critical level +3% 8th Grade Spring: at or above critical level +3% Proficient in 1st Grade Phonics/Decoding Assessment (available 5/30/25) +3% Proficient 6th - 8th ELA MAP

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Walnut Creek School District made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action #1.1 Instructional Coaching
Implementation Successes: Instructional coaches at the elementary level facilitated coaching cycles with teachers, focusing on high-impact instructional practices, implementing word study strategies, and priority math standards. These efforts strengthened core instruction and aligned assessment practices. At the middle school level, a dedicated math instructional coach supported teachers with the instruction and assessment of priority math standards in grades 6–8. This included professional learning aligned with the adoption and rollout of the new math curriculum, as well as Amplify Desmos, to ensure consistent instructional delivery and resource utilization.
Modified Implementation: Staffing shortages impacted our ability to provide elementary district-wide math assessment professional learning with a math coach. We implemented this action with our WCSD Teacher on Special Assignment (TOSA) who led the district-wide implementation of the NWEA MAP math assessment for grades 3–5. This included professional development for staff and collaborative data analysis to inform targeted instruction based on student needs.

Action #1.2 Multitiered System of Support
Implementation Success: Intervention teachers provided strategic academic interventions, including small-group and one-on-one instruction. Multi-Tiered System of Supports (MTSS) Coordinators ensured a collaborative process to support teachers in differentiating instruction and documentation of Individual Learning Plans.WCSD Program Specialist provided targeted instructional oversight and support for students with disabilities (Students with Disabilities [SWD]: 3.21% socioeconomically disadvantaged and English Learners (EL: 13.73%), with a focus on instructional access and alignment with Individualized Education Plans (IEPs) and language development goals.
Implementation Challenges: Our intervention/ELD staff administer ELPAC assessments, which negatively impacts the consistency of their small group instruction. The MTSS coordinators at WCI continue to work through the challenges of managing this process with a large student population.

Action #1.3 English Learner and Long Term English Learner Support
Implementation Success: ELD teachers facilitated ongoing professional development for certificated staff, emphasizing integrated and designated ELD strategies. Additionally, Level 1 and Level 2 English Learners accessed personalized language learning software for individualized practice outside of core instruction. Throughout the year, Walnut Creek School District continued to provide districtwide and site-level professional development to deepen staff expertise in delivering standards-aligned, equity-focused instruction. These sessions focused on rigor, inclusive pedagogy, and supports for at-risk and long-term English learner (LTEL) students.
Implementation Challenges: We have experienced some challenges with the implementation of the computer software, Lexia ELD. We are still testing headphones with microphones that provide consistent results for our students.

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.

Upon Walnut Creek Elementary School District's comprehensive review process of the LCAP implementation, we have identified no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1: Academic Excellence & Global competencies, as demonstrated by both quantitative data and qualitative indicators.

Action #1.1 Instructional Coaching
Metric(s) to Monitor Effectiveness:
Percent of first-grade students meeting benchmark on district phonics assessment: 77% Mid-year, 79% May 2025
Percent of students meeting benchmark in priority standard area as measured by the Mathematics Diagnostic Testing Project assessment: 6th Grade Spring: 67% at or above critical level, 7th Grade Spring: 56% at or above critical level, 8th Grade Spring: 52% at or above critical level
Instructional Coaching demonstrated strong effectiveness as evidenced by an increase in socioeconomically disadvantaged and student with disabilities student groups on the ELA CAASPP (Baseline: SED: -9.4, SWD: -58.5 to current SED: +5.9 and SWD: -49.3). Additionally, the 1st-grade phonics assessment (Baseline: 67% and mid-year: 77% meeting standard) suggests a positive trajectory.

Action #1.2 Multitiered System of Support
Metric(s) to Monitor Effectiveness:
Number of students who qualify for tier 2 intervention 1st - 2nd grade will reduce by 1% as measured by reading level and phonics/decoding assessments: Reduced by 4% 1st & 2nd grade 2025
6th - 8th grade students participating in our Tier 3 support program at Walnut Creek Intermediate will increase their performance on ELA CAASPP from 16% to 21% meeting proficiency: 25% meet/exceeding
Multitiered System of Support demonstrated effectiveness as evidenced by an increase in our SWD at Walnut Creek Intermediate ELA CAASPP proficiency (Baseline 16% meeting/exceeding to current 25% meeting /exceeding. Additionally, the WCSD mid-year 1st-grade DIBELS Nonsense Word Fluency metric is at 77%, meeting or exceeding benchmark expectations. These metrics, along with teacher feedback on MTSS effectiveness, suggest a positive trajectory.

Action #1.3 English Learner and Long Term English Learner Support
Metric(s) to Monitor Effectiveness:
English Language Proficiency as measured by making progress on the Summative ELPAC: 58.8%
Percent of LTELs: 8.1%
English Learner and Long Term English Learner Support demonstrated effectiveness as evidenced by an increase in the percent of students making progress towards English language proficiency on the summative ELPAC (Baseline 56.5% to current 58.8%). While our LTEL percentage declined by 1% this student group is in the very low performance level on ELA CAASPP. These actions will be revised as outlined in Prompt 4, utilizing $111,597.00 in Learning Recovery Emergency Block Grant (LREBG) funds in 2025–26, $111,597.00 in 2026–

27, and $65,927.04 in 2027–28, thereby fully expending the carryover balance of $289,121.04. The percentage of students making progress towards English Language proficiency, as measured by the Summative ELPAC, will measure the effectiveness of this action.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:
Goal Description: No changes to current goal, focusing on Academic Excellence and Global Competencies.

Metrics Modifications:
Modified: Reading proficiency assessments for K-2 from the percent proficient at grade level reading level to percent meeting/exceeding end-of-the-year benchmark with DIBELS8 for 2025-26

Actions Modifications:
Modified Action 1.3 (English Learner and Long Term English Learner Support): Increased ELD teacher staffing with LREBG funds to increase designated ELD small group instruction. This aligns with guidance from the CA English Learner Roadmap, "English learners are provided a rigorous, intellectually rich, relevant, developmentally
appropriate, standards-based learning experience with instructional scaffolding that supports comprehension, active engagement, and participation and mastery." (California English Learner Roadmap, Californians Together, https://californianstogether.org, 2019)

Expected Outcomes:
Modified: Reading proficiency target adjusted to 75% (from 80%) based on current growth trajectory

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaching	A. Provide site-based instructional coaches at elementary school sites to support teachers in integrated English Language Development (ELD) instructional practices, word study implementation and priority math standard instruction and assessment. B. Provide a math instructional coach to support priority standard instruction and assessment with a focus on 6th - 8th grade.	$534,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Multitiered System of Support	Continue to implement a Multitiered System of Support (MTSS). Provide Intervention teachers and stipends for MTSS Coordinators to provide support to identified students including unduplicated count students with small group and 1:1 instruction to support progress towards grade level proficiency. Provide a Program Specialist who will focus on the instructional program of the Students with Disabilities (SED 3.21%,EL 13.73%).	$231,223.00	Yes
1.3	English Learner and Long Term English Learner Support	Provide English Language Development Teachers to support professional development for teachers and staff on strategies to increase the academic achievement of EL students through integrated & designated ELD. Provide access to a high-quality personalized learning software program for additional independent practice for English Learners. Provide staff professional development and instructional coaching to support teachers in implementing rigorous standards-aligned instruction designed to support at-risk and LTEL students. WCSD projects a carryover of $289,121.04 in LREBG funds into the 2025–26 school year. Of that amount, $111,597 is budgeted to support LCAP Goal 1, Action 1.3 for 2025-26 and 2026-27, and $65,927.04 will be spent in 2027-28. The percentage of students making progress towards English Language proficiency, as measured by the Summative ELPAC, will measure the effectiveness of this action.	$511,848.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Emotional Wellness & Equity and Belonging: All student groups will demonstrate an improvement in attendance rates, school connectedness and belonging.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
The analysis of School Attendance data indicates a clear need to improve attendance for all students, with a districtwide attendance rate of 94.37% being well below the pre-pandemic level.
In addition, Chronic Absenteeism has increased to 13.2% with four student groups showing much higher numbers as follows:
-EL 19.2%
-SED 21.8%
-SWD 19.4%
-Hispanic 19.2%
Educational research indicates that Absenteeism and Chronic Absentee rates are often a reflection of students' sense of connectedness and belonging at school. Our District Youth Truth student survey results show School Culture and Student Engagement are relatively lower than other markers. Our California Healthy Kids Survey data indicates that School Connectedness and Caring Adult relationships decline from 5th grade to 7th grade. During the LCAP engagement process, stakeholders indicated a need for more intentional actions to connect students and families to school. Specifically, the implementation of Equity initiatives and Restorative Practices have been requested to support the transition to relationship-based practices which strengthen a students sense of belonging and connectedness. Providing professional development and site-based support in these areas will result in improved metrics in these areas. This goal aligns with WCSD's strategic plan focus areas of Safety & Emotional Wellness and Equity & Belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Attendance Rate (Priority 5a)	2023-24 Attendance Rate 94.82 % AERIES	2024-25 Attendance Rate 95.13% AERIES		2026-27 Attendance Rate 96% AERIES	-0.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Student Information System)	(Student Information System)		(Student Information System)	
2.2	Chronic Absenteeism (Priority 5b)	2022-23 District 13.2% EL19.2% SED 21.8% SWD: 19.4% African American: 14.9% Asian: 8.8% Filipino: 13.3% Hispanic: 19.2% Two or more Races: 13% White: 12.1%	2023-24 District 10.9% EL 16.5% SED 16.3% SWD: 16.8% African American: 13.5% Asian: 9.5% Filipino: 10.0% Hispanic: 16.6% Two or more Races: 12% White: 9.1%		2025-26 District 10% EL 10% SED 10% SWD: 10% African American: 10% Asian: 7.3% Filipino: 10% Hispanic: 10% Two or more Races: 10% White: 10%	District -2.3% EL: -2.7% SED: -5.5% SWD: -2.6% African American: -1.4% Asian: +0.7% Filipino: -3.3% Hispanic: -2.6% Two or more Races: -1% White: -3%
2.3	Expulsion and Dropout Rates (Priority 5c, 6b)	2022-23 Expulsion Rate: 0% 2022-23 Drop Out Rate 0% AERIES (Student Information System)	2023-24 Expulsion Rate: 0% 2023-24 Drop Out Rate 0% CDE - Data Quest		2025-26 Expulsion Rate: 0% 2025-26 Drop Out Rate 0% AERIES (Student Information System)	Expulsion Rate: Maintained Drop Out Rate: Maintained
2.4	Suspension Rate (Priority 6a)	2022-23 District 1.3% EL 1.8% SED: 3.2% SWD: 3% African American: 2.9% Asian: 0.9% Filipino: 1.2% Hispanic: 1.9% Two or more Races: 1.8%	2023-24 District 1.2% EL 1.2% SED: 1.9% SWD: 2.6% African American: 6.1% Asian: 0.7% Filipino: 0% Hispanic: 1.7%		2025-26 District 1.0% EL 1.5% SED: 2.3% SWD: 2.1% African American: 2.0% Asian: 0.9% Filipino: 1.0% Hispanic: 1.5%	District: -0.1% EL -0.6% SED: -1.3% SWD: -0.4% African American: +3.2% Asian: -0.2% Filipino: -1.2% Hispanic: -0.2% Two or more Races: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White:1%	Two or more Races: 1.1% White:1.1%		Two or more Races: 1.5% White:1%	White: +0.1%
2.5	Youth Truth Student Survey (Priority 6c)	Youth Truth Student Survey 2023-24 Percent Positive Student Engagement: 40% Academic Challenge: 57% Relationships with Teachers: 53% Belonging & Peer Collaboration: 49% School Culture: 44%	Youth Truth Student Survey 2024-25 Survey Results Percent Positive Student Engagement: 48% Academic Challenge: 56% Relationships with Teachers: 49% Belonging & Peer Collaboration: 53% School Culture: 41%		Youth Truth Student Survey 2026-27 Survey Results Percent Positive Student Engagement: 45% Academic Challenge: 58% Relationships with Teachers: 51% Belonging & Peer Collaboration: 50% School Culture: 45%	Survey Results Percent Positive Student Engagement: +8% Academic Challenge: -1% Relationships with Teachers: -4% Belonging & Peer Collaboration: +4% School Culture: -3%
2.6	CA Healthy Kids Survey (Priority 6c)	2023-24 CHKS Results 5th Grade 79% School Connectedness 44% Meaningful Participation 74% Caring Adult Relationships 7th Grade 61% School Connectedness 26% Meaningful Participation 66% Caring Adult Relations	2023-24 CHKS Results 5th Grade 79% School Connectedness 44% Meaningful Participation 74% Caring Adult Relationships 7th Grade 61% School Connectedness 26% Meaningful Participation 66% Caring Adult Relations		2025-26 CHKS Results 5th Grade 80% School Connectedness 60% Meaningful Participation 78% Caring Adult Relationships 7th Grade 65% School Connectedness 40% Meaningful Participation 68% Caring Adult Relations	N/A - CHKS administered every other school year.

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

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Walnut Creek School District made significant progress in implementing our planned actions for Goal 2: Emotional Wellness & Equity and Belonging while adapting to emerging needs and challenges throughout the year.

Action #2.1 Professional Learning with National Equity Project
Implementation Successes: Through our partnership with the National Equity Project (NEP), WCSD's Equity Design Team (EDT) met monthly to improve the sense of belonging for all students. Numerous student, staff, and parent listening sessions were held, which influenced decisions to support the student experience.
Implementation Challenges: One of the EDT's projects was to increase belonging with our Newcomer Families. The first district-wide newcomer event was a success, with over 20 parents in attendance. This is a low number of attendees, and the team is reflecting on how to increase participation.

Action #2.2 Equity/Restorative Practice Liaisons
Implementation Success: Each school site selected an Equity/Restorative Practices Liaison who attended district-level meetings and helped school staff implement practices that address Equity and Restorative Practices initiatives. The Equity Liaisons piloted elementary student surveys, disaggregated Youth Truth Survey data, and participated in Restorative Practices training, and worked with parents to revise parent-facing Restorative Practices information.
Implementation Challenges: In the first year of implementation, we are still determining the best way to support sites' individual needs related to a continued positive school climate.

Action #2.3 Wellness Coordinator & Wellness Paraprofessionals
Implementation Success: WCSD Wellness Coordinator provided coordination of the District's Comprehensive Wellness Program, including Tier I supports, school-based counseling, and family access to outside resources. The Wellness Coordinator coordinated Parent Education, staff training, and supported school outreach for families in need. Chronic absenteeism was monitored monthly. In the spring, ParentSquare was implemented for parent attendance notifications. Every school site has a wellness paraprofessional who maintains an inviting and engaging wellness center.
Implementation Challenges: We have experienced some challenges. One site faced a facilities shortage, and a wellness Center had to be moved to a shared space, which decreased student participation.

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.

Upon Walnut Creek Elementary School District's comprehensive review process of the LCAP implementation, we have identified no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2: Emotional Wellness & Equity and Belonging, as demonstrated by both quantitative data and qualitative indicators.

Action #2.1
Metric(s) to Monitor Effectiveness: Chronic Absenteeism, Suspension Rates, and Youth Truth Student Survey data will reflect growth for these student groups.
Suspension rates have also declined: from EL: 1.8%, SED: 3.2%, and SWD: 3.0% to EL: 1.2%, SED: 1.9%, and SWD: 2.6%. However, our African American student group increased from 2.9% to 6.1% (3 students 2022-23 to 6 students 2023-24) in the suspension rate. These combined indicators suggest a mostly positive trajectory in student engagement and school climate. Chronic Absenteeism, Suspension Rates, and Youth Truth Student Survey data will reflect growth for these student groups.
The professional learning provided through the National Equity Project has positively impacted socioeconomically disadvantaged (SED) students and students with disabilities (SWD), as reflected in improved chronic absenteeism rates. Chronic absenteeism decreased from baseline rates of SED: 21.8%, SWD: 19.4%, and English Learners (EL): 19.2% to current rates of SED: 16.3%, SWD: 16.8%, and EL: 16.5%. Additionally, the Middle School Youth Truth Survey indicated progress in students' sense of belonging, with SWD responses increasing from 50% to 55%. Although EL responses declined slightly from 52% to 49%, the overall data suggest a positive trajectory in school climate and engagement.

Action #2.2
Metric(s) to Monitor Effectiveness: Chronic Absenteeism, Suspension Rates, and Youth Truth Student Survey data will reflect growth in these student groups.
The Equity/Restorative Practice Liaisons have demonstrated effectiveness, as evidenced by a reduction in chronic absenteeism among socioeconomically disadvantaged students (SED), students with disabilities (SWD), and English learners (EL). Chronic absenteeism decreased from a baseline of SED: 21.8%, SWD: 19.4%, and EL: 19.2% to current rates of SED: 16.3%, SWD: 16.8%, and EL: 16.5%. Additionally, the Middle School Youth Truth Survey reflects progress in students' sense of belonging, with SWD responses increasing from 50% to 55%, and EL responses shifting from 52% to 49%, signaling mixed progress. Suspension rates have also declined: from EL: 1.8%, SED: 3.2%, and SWD: 3.0% to EL: 1.2%, SED: 1.9%, and SWD: 2.6%. However, our African American student group increased from 2.9% to 6.1% (3 students 2022-23 to 6 students 2023-24) in the suspension rate. These combined indicators suggest a mostly positive trajectory in student engagement and school climate.

Action # 2.3
(CA Healthy Kids Survey is given every other year.)
Metric(s) to Monitor Effectiveness: Chronic Absenteeism Rate, Youth Truth Student Survey, and California Healthy Kids Survey will reflect growth for these student groups.

The implementation of the Wellness Coordinator and Wellness Paraprofessionals has demonstrated effectiveness, contributing to a 2.3% reduction in chronic absenteeism for all students. Notable improvements were also observed among key student groups: socioeconomically disadvantaged (SED) students decreased from 21.8% to 16.3%, students with disabilities (SWD) from 19.4% to 16.8%, and English learners (EL) from 19.2% to 16.5%. Additionally, the Middle School Youth Truth Survey showed increased student engagement, with positive responses rising from 40% to 48%. These outcomes highlight the positive impact of the district's comprehensive wellness program in advancing progress toward LCAP Goal 2.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:
Goal Description: No changes to current goal, focusing on Emotional Wellness & Equity and Belonging.

Metrics Modifications:
Modified: Youth Truth Middle School Student Survey metric from the overall average rating to the percent positive for a key question within the rating area (Student Engagement, Academic Challenge,
Relationships with Teachers, Belonging & Peer Collaboration, and School Culture). This approach provides a more measurable growth metric.

Baseline & Expected Outcomes:
Modified: The Youth Truth Middle School Student Survey Baseline and Year 3 Outcomes to align with the improved metric report from overall average rating to percent positive responses for a key question within each rating area.
BASELINE: Student Engagement from 3.35 to 40%, Academic Challenge from 3.58 to 57%, Relationships with Teachers from 3.38 to 53%, Belonging & Peer Collaboration from 3.51 to 49%, and School Culture from 3.33 to 44%
TARGET for YEAR 3 OUTCOME: Student Engagement from 3.5 to 45%, Academic Challenge from 3.7 to 58%, Relationships with Teachers from 3.5 to 51%, Belonging & Peer Collaboration from 3.7 to 50%, and School Culture from 3.5 to 45%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning	Partner with the National Equity Project (NEP) to increase the capacity of staff to transform the experiences, outcomes, and life options for children and families who have been historically underserved by our institutions and systems. NEP focuses on changing belief systems and ways of working in	$52,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schools and districts so that students are more engaged as learners and leaders by addressing their interests, needs and perspectives.		
2.2	Equity/Restorative Practice Liaisons	Each school site will have an Equity/Restorative Practices Liaison who will attending monthly district level meetings and will assist school staff in implementing practices that address Equity and Restorative Practices initiatives. District meetings will ensure liaisons are equipped with high quality information, strategies and skills to lead the work at the site level. Liaisons will provide ongoing training, coaching and guidance to school based staff for high quality implementation.	$13,500.00	Yes
2.3	Wellness Coordinator & Wellness Paraprofessionals	A Wellness Coordinator provides coordination of District's Comprehensive Wellness Program including Tier I supports, school-based counseling, and family access to outside resources. The Wellness Coordinator provides Parent Education, staff training and supports school outreach for families in need. Chronic absenteeism will be monitored and supported by the Wellness Coordinator with the objective of identifying the root cause for absences and access to needed family resources in order to support our student groups in the red indicator for chronic absenteeism.	$595,464.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family & Community Connection: increase transparent communication that elevates student voices and engages family and community partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of WCSD February 2024 Family Survey showed the following:

Parents report receiving information about what their child should learn & be able to do.
Elementary: 83% positive rating,
Middle School: 64% positive rating

Parent report feeling valued.
Elementary: 78% positive rating
Middle School: 64% positive rating

Parents report feeling engaged with school
Elementary: 79% positive rating
Middle School: 57% positive rating

Parents report feeling empowered to play a meaningful role in decision-making at their school.
Elementary: 59% positive rating
Middle School: 47% positive rating

While these results are generally above average when compared with other California school districts that administer the Youth Truth Family Survey, there is room for improvement. WCSD is committed to continued efforts that prioritize relationships and strengthen our partnership with all stakeholders. Creating a strong, inclusive learning community. Findings from the Global Family Research Project Report (https://drive.google.com/file/d/1dWvjAo8YjYfpwVx2IJ8bTY7E8M0KR0i2/view?usp=sharing) show that when families and teachers join together to support children's learning and development, children are more likely to succeed in school. This goal aligns with WCSD's strategic plan focus area of Family & Community Connection.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey Participation Rate (Priority 3c)	February 2024 WCSD Family Survey - Scale (1-5) Average Ratings Elementary Family Survey Participation Rate: 71% 4.14 School Culture 3.93Engagement & Empowerment 3.90 School Safety 4.35 Relationships 3.91 Resources 4.0 Communication & Feedback Middle School Family Survey Participation Rate: 32% 3.91 School Culture 3.60 Engagement & Empowerment 3.62 School Safety 4.09 Relationships 3.67 Resources 3.53 Communication & feedback	February 2025 WCSD Family Survey - Scale (1-5) Average Ratings Elementary Family Survey Participation Rate: 57% 4.15 School Culture 3.91 Engagement & Empowerment 3.92 School Safety 4.33 Relationships 3.90 Resources 4.02 Communication & Feedback Middle School Family Survey Participation Rate: 25% 3.90 School Culture 3.62 Engagement & Empowerment 3.62 School Safety 4.02 Relationships 3.67 Resources 3.43 Communication & feedback		February 2027 WCSD Family Survey - Scale (1-5) Average Ratings Elementary Family Survey Participation Rate: 72% 4.0 School Culture 4.0 Engagement & Empowerment 4.0 School Safety 4.0 Relationships 4.0 Resources 4.0 Communication & Feedback Middle School Family Survey Participation Rate: 36% 4.0 School Culture 4.0 Engagement & Empowerment 4.0 School Safety 4.0 Relationships 4.0 Resources 4.0 Communication & feedback	February 2025 WCSD Family Survey - Elementary Family Survey -14% Participation Rate: +0.01 School Culture -0.02 Engagement & Empowerment +0.02 School Safety -0.02 Relationships -0.01 Resources +0.02 Communication & Feedback Middle School Family Survey -7% Participation Rate: -0.01School Culture +0.02 Engagement & Empowerment 0.0 School Safety -0.07 Relationships 0.0 Resources -0.10 Communication & feedback

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent Education Participation (Priority 3a,b,c)	2023-24 3a) Parents (14) at the Strategic Planning meeting gave input into decisions to modify LCAP actions for 2024-25. Parents (10) and on the Community Partnership Council and WCEF leadership met regularly with the superintendent to give input into district decisions and Parents (21) attending the School Site Council meetings and parents (63) who attended site listening sessions with the superintendent gave input into decisions to modify the district LCAP. 3b) Invitations were specifically emailed to our English Learner families to increase attendance at the DELAC (16 attended). Several of the site 23-24 parent education series were live streamed or video recorded in order to increase access.	2024-25 3a) Parents (13) at the Strategic Planning meeting gave input into decisions to modify LCAP actions for 2025-26. Parents on the Community Partnership Council and WCEF leadership met regularly (10) with the superintendent to give input into district decisions and Parents (30) attending the School Site Council meetings and parents (94) who attended site listening sessions with the superintendent gave input into decisions to modify the district strategic plan/LCAP actions. 3b) Invitations were specifically emailed to our English Learner		2026-27 3a) Parents (14) at the Strategic Planning meeting gave input into decisions to modify LCAP actions. Parents (10) and on the Community Partnership Council and WCEF leadership met regularly with the superintendent to give input into district decisions and Parents (21) attending the School Site Council meetings and parents (65) who attended site listening sessions with the superintendent gave input into decisions to modify the district LCAP. 3b) Invitations were specifically emailed to our English Learner families to increase attendance at the	3a) +1 Parent at the Strategic Planning meeting Maintained Parents on Community Partnership Council +9 Parents at School Site Council meetings +31 parents at superintendent listening sessions 3b) -1 parent at DELAC meetings 3c) -18% Elementary SPED parents participating in Elementary Youth Truth Survey -7% Middle School SPED parents participating in Middle School Youth Truth Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3c) Our SPED staff communicate regularly with parents of our exceptional needs students to keep them informed of opportunities to attend parent information events and all parents are encouraged to provide input through our annual parent survey. We received 132 elementary SPED parent (56% of elementary SPED parents) and 59 middle school SPED parent (42% of middle school SPED parents) survey responses.	families to increase attendance at the DELAC (15 attended). And a district multilingual Social for Newcomer families was held and 24 attended. Several of the site 24-25 parent education series were live streamed or video recorded in order to increase access. 3c) Our SPED staff communicate regularly with parents of our exceptional needs students to keep them informed of opportunities to attend parent information events and all parents are encouraged to provide input through our annual parent survey. We received 97 elementary SPED parent (38% of elementary		DELAC (25 attended). Several of the site 26-27 parent education series were live streamed or video recorded in order to increase access. 3c) Our SPED staff communicate regularly with parents of our exceptional needs students to keep them informed of opportunities to attend parent information events and all parents are encouraged to provide input through our annual parent survey. We received 60% elementary SPED parents and 50% middle school SPED parents survey responses.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SPED parents) and 40 middle school SPED parent (35% of middle school SPED parents)survey responses.			

Goal Analysis [2024-25]

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

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

Action #3.1 Parent Survey Participation Rate

Implementation Successes:
The Elementary and Middle School Family Survey was widely promoted through eNews and ParentSquare notifications. Family survey results were presented at both the Principal Council meeting and the Strategic Planning meeting.

Implementation Challenges:
Despite outreach efforts, participation in the family survey declined compared to baseline rates (elementary: 14%, middle school: 7%). This decline was discussed at the Strategic Planning meeting, and WCSD developed a list of targeted strategies to improve family participation in the next survey cycle.

Action #3.2 Parent Education Participation

Implementation Success: WCSD is using the 2024-25 school year to transition administration and parents to our new communication platform, ParentSquare. School sites are sending weekly eNews, school events, and attendance notifications through the platform. We can connect with 100% of our families through confirmed & current parent email addresses.

Implementation Challenges: We are still working to increase parent use of the ParentSquare app.

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.

Upon Walnut Creek Elementary School District's comprehensive review process of the LCAP implementation, we have identified no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Based on a comprehensive review of both quantitative and qualitative metrics, implementation of the actions associated with Goal 3 demonstrated varying levels of effectiveness in strengthening family and community engagement, with identified areas for continuous improvement.

Action #3.1: Youth Truth Middle School and Family Surveys
Metric(s) to Monitor Effectiveness: Increase participation rate in annual family survey by 5%.
WCSD successfully administered the Youth Truth Middle School Survey to 98% of 6th–8th grade students. Involving students in the planning and rollout of the survey contributed to more authentic and purposeful student input. Analysis of survey results indicated no significant gaps between student groups in response to the statement, "I've seen adults in my school listen to the voices and ideas of youth when making decisions," (All Students: 41%, Students with Disabilities (SWD): 41%, English Learners (EL): 42%).
While the Elementary and Middle School Family Survey was widely promoted through multiple channels, participation rates declined compared to baseline levels. In response, WCSD has engaged in a reflective process with educational partners and developed specific strategies to increase participation rates for the 2025–26 survey cycle. Despite the participation challenge, survey results reflected strong levels of satisfaction, with nearly every area maintaining an average rating of 4 out of 5 on the 1–5 scale. WCSD will continue to administer the Youth Truth Family Survey with revised engagement strategies to ensure broader representation and feedback.

Action #3.2: Parent Education Participation and Centralized Communication
Metric(s) to Monitor Effectiveness: 80% of elementary families and 64% of middle school families who participate in the Youth Truth survey will indicate feeling engaged with their school.
The adoption of ParentSquare as a centralized communication platform has positively influenced parent engagement. Anecdotal evidence from educational partners indicates that the system is user-friendly and has strengthened communication between home and school. Youth Truth Survey results further support this finding, with 79% of elementary school families and 58% of middle school families reporting feeling engaged with their school. These rates are consistent with typical California school Youth Truth averages: elementary (74%) and middle school (58%).
WCSD will continue to leverage ParentSquare as part of a broader, multi-modal communication strategy, reinforcing a systems approach to family engagement aligned with the district’s continuous improvement practices.

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.

Based on our analysis, there are no planned adjustments to the overall goal, actions, or metrics for Goal 3: Family & Community Connection for the 2024-27 LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Input	Youth Truth Family Survey will elevate voices of our educational stakeholders.	$9,000.00	Yes
3.2	Communication	WCSD will seek a two-way communication platform that helps teachers, parents, students and admin communicate more effectively.	$22,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,849,949.00	$0

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
4.642%	0.000%	$0.00	4.642%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Coaching **Need:** 1. 52% of SED and 74% of EL in the WCSD are not meeting standards as measured by the ELA CAASPP SBAC. 2. 56% of SED and 69% of EL in the WCSD are not meeting standards as measured by the Math CAASPP SBAC.	This action is principally directed towards meeting the needs of unduplicated students because, in the District's experience, on-going and job-embedded professional development support teachers to design effective classroom instruction to differentiate for the diverse needs of students (Hanover Research 2014, Sweeney, D. 2018). Collaboration about assessment has been found to be more predictive of school and teacher performance than collaboration about other	1. Percent of first-grade students meeting benchmark on district phonics assessment. 2. Percent of students meeting benchmark in priority standard area as measured by the Mathematics Diagnostic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	instructional domains (Ronfeldt et al., 2015, Cordingley, 2015, Hough et al., 2018)	Testing Project assessment.
1.2	**Action:** Multitiered System of Support **Need:** 1. 52% of SED and 74% of EL in the WCSD are not meeting standards as measured by the ELA CAASPP SBAC. 2. 56% of SED and 69% of EL in the WCSD are not meeting standards as measured by the Math CAASPP SBAC. 3. Students with Disabilites at WCI performed 86.7 points below standard on the English Language Arts 2023 CA School Dashboard and 121.7 points below standard on the Mathematics CA School Dashboard. **Scope:** LEA-wide	This action is principally directed towards meeting the needs of unduplicated students because in the District's experience, a large percentage of students participating in Tier 2 and Tier 3 (3.21% SED, 13.73% EL) are unduplicated students. The benefits of Response to Intervention (RtI) for improving student achievement are research-based (Buffum, Mattos, and Weber 2010).	1. Number of students who qualify for tier 2 intervention 1st - 2nd grade will reduce by 1% as measured by reading level and phonics/decoding assessments. 2. 6th - 8th grade students participating in our Tier 3 support program at Walnut Creek Intermediate will increase their performance on ELA CAASPP from 16% to 21% meeting proficiency.
2.1	**Action:** Professional Learning **Need:** Academic achievement data, attendance data, and Youth Truth student survey results indicate an opportunity gap for English learners, Foster Youth, and Low-Income students. These gaps also appear for Hispanic and African American student groups. Based on our chronic absenteeism rate of 13.2% and	Participating in professional development with the National Equity Project, builds staff capacity to identify and develop strategies for practices that may be impacting these outcomes. This action is principally directed towards supporting our unduplicated students because in the district's experience providing all staff with equity professional learning positively impacts the learning conditions of our unduplicated students.	Chronic Absenteeism, Suspension Rates, and Youth Truth Student Survey data will reflect growth for these student groups.

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
	our school attendance rate of 94.37%, this is an area of identified need. WCSD Chronic Absenteeism opportunity gaps: SED 21.8%, EL 19.2%, SWD 19.4%, Hispanic 19.2% **Scope:** LEA-wide		
2.2	**Action:** Equity/Restorative Practice Liaisons **Need:** Academic achievement data, attendance data, and Youth Truth, student survey results, indicate an opportunity gap for English learners, Foster Youth, and Low-Income students. These gaps also appear for Hispanic and African American student groups. the following data support the need for a focus on this action: Suspension rate: SED 3.2%, SWD 3%, African American 2.9% Chronic Absenteeism opportunity gaps: SED 21.8%, EL 19.2%, SWD 19.4% Hispanic 19.2% **Scope:** LEA-wide	Providing site based Equity/Restorative Practices liaisons will ensure sites recognize and implement practices that best support student needs on a daily basis. These liaisons will guide and support staff in implementation of preventive and responsive components of Restorative Practices. This action is principally directed towards supporting our unduplicated students because in the district's experience providing all staff with restorative practices professional learning positively impacts the learning conditions of our unduplicated students.	Chronic Absenteeism, Suspension Rates, and Youth Truth Student Survey data will reflect growth in these student groups.
2.3	**Action:**	Analysis of student survey data from the CA Healthy Kids Survey(CHKS) has shown that 39%	Chronic Absenteeism Rate, Youth Truth Student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Wellness Coordinator & Wellness Paraprofessionals **Need:** Attendance data, Chronic Absenteeism, and Youth Truth student survey results indicate an opportunity gap for English learners, Foster Youth, SWD, and SED students. These gaps also appear for Hispanic and African American student groups. Chronic Absenteeism opportunity gaps: SED 21.8%, EL 19.2%, SWD 19.4%, Hispanic 19.2% **Scope:** LEA-wide	of 7th grade students do not feel connected to the school community. 2023-24 Chronic absenteeism data overall for the district is 13.2% with the following student groups showing higher rates of absenteeism: English Learners: 19.2%, SED: 21.8%, SWD 19.4%. This data shows the need for WCSD to continue to improve/increase services so that all students feel connected to their learning community. Science of learning research shows that strong relationships build strong brain architecture, providing critical avenues to learning and growth. Relationships are our strongest example of a positive context and are central to how children learn new skills, develop identities and seek out pursuits, activities and vocations. (https://turnaroundusa.org/) This goal aligns to our strategic plan's focus areas on emotional wellness and equity. This action is principally directed towards supporting our unduplicated students because in the district's experience a district-wide attendance & wellness campaign positively impacts our unduplicated students.	Survey, California Healthy Kids Survey will reflect growth for these student groups.
3.1	**Action:** Community Input **Need:** 59% of elementary families and 47% of middle school families who participated in the Youth Truth (1,668) survey indicate feeling empowered to play a meaningful role in decision-making at their school. **Scope:** LEA-wide	Continually monitor and engage with all families to provide feedback for district programs & services. Research consistently shows that the active involvement of families in a child's education is the number one predictor of their academic achievement and long-term success.This action is principally directed towards supporting our unduplicated students because in the district's experience strong community engagement is a predictor of success.	Increase participation rate in annual family survey by 5%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Communication **Need:** 79% of elementary families and 57% of middle school families who participated in the Youth Truth (1,668) survey indicate feeling engaged with their school. **Scope:** LEA-wide	Clear and consistent communication is the foundation of effective engagement. WCSD will adopt multiple communication channels to ensure families stay informed and connected. The utilization of newsletters, email updates, school websites and social media platforms to share important information, such as upcoming events, student achievements and policy changes. Regular parent-teacher conferences, open houses and family education workshops also provide opportunities for face-to-face interactions, allowing for better understanding and collaboration. This action is principally directed towards supporting our unduplicated students because in the district's experience strong community engagement is a predictor of success.	80% of elementary families and 64% of middle school families who participate in the Youth Truth survey will indicate feeling engaged with their school.

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
1.3	**Action:** English Learner and Long Term English Learner Support **Need:** 46% of English Learners who have been enrolled in WCSD for 12 months or more are not meeting standards as measured by the English Language Arts CAASPP. 9% of our English Learner students are Long Term	This action is directed towards meeting the needs of English Learners who are benefiting from their participation in our designated ELD program which supports the differentiated classroom instruction all EL students participate in with a focus on attainment of ELA & ELD standards. Additionally, this action is directed towards meeting the needs of English Learners who are not meeting the criteria for reclassification, and this level of attention to student-specific goals will increase the	60% of English Learners will make progress towards English Language Proficiency as measured by the Summative ELPAC. Percent of LTELs will decrease from 9% to 7.8%.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners and are not meeting the reclassification criteria. **Scope:** Limited to Unduplicated Student Group(s)	likelihood of attaining ELA & ELD standards, which will lead to reclassification.	

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.

This section is not applicable to the Walnut Creek School District's LCAP.

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.

Does not apply to Walnut Creek School district.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$39,850,586.00	1,849,949.00	4.642%	0.000%	4.642%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,858,827.00	$111,597.00	$0.00	$0.00	$1,970,424.00	$1,828,424.00	$142,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$534,889.00	$0.00	$534,889.00	$0.00	$0.00	$0.00	$534,889.00	0.00
1	1.2	Multitiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$231,223.00	$0.00	$231,223.00	$0.00	$0.00	$0.00	$231,223.00	0.00
1	1.3	English Learner and Long Term English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$453,348.00	$58,500.00	$400,251.00	$111,597.00	$0.00	$0.00	$511,848.00	0.00
2	2.1	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$52,500.00	$52,500.00	$0.00	$0.00	$0.00	$52,500.00	0.00
2	2.2	Equity/Restorative Practice Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$13,500.00	$0.00	$13,500.00	$0.00	$0.00	$0.00	$13,500.00	0.00
2	2.3	Wellness Coordinator & Wellness Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$595,464.00	$0.00	$595,464.00	$0.00	$0.00	$0.00	$595,464.00	0.00
3	3.1	Community Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$9,000.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.2**	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$22,000.00	$22,000.00	$0.00	$0.00	$0.00	$22,000.00	0.00

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$39,850,586.00	1,849,949.00	4.642%	0.000%	4.642%	$1,858,827.00	0.000%	4.664 %	**Total:**	$1,858,827.00
								LEA-wide Total:	$1,458,576.00
								Limited Total:	$400,251.00
								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**	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$534,889.00	0.00
1	**1.2**	Multitiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$231,223.00	0.00
1	**1.3**	English Learner and Long Term English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$400,251.00	0.00
2	**2.1**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,500.00	0.00
2	**2.2**	Equity/Restorative Practice Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,500.00	0.00
2	**2.3**	Wellness Coordinator & Wellness Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$595,464.00	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 (%)
3	**3.1**	Community Input	Yes	LEA-wide	English Learners Foster Youth Low Income		$9,000.00	0.00
3	**3.2**	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$22,000.00	0.00

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,688,954.00	$1,740,702.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Coaching	Yes	$421,038.00	$428,909.00
1	**1.2**	Multitiered System of Support	Yes	$225,370.00	$246,715.00
1	**1.3**	English Learner and Long Term English Learner Support	Yes	$365,866.00	$399,105.00
2	**2.1**	Professional Learning	Yes	$50,000.00	$52,400.00
2	**2.2**	Equity/Restorative Practice Liaisons	Yes	$12,222.00	$12,222.00
2	**2.3**	Wellness Coordinator & Wellness Paraprofessionals	Yes	$579,958.00	$565,351.00
3	**3.1**	Community Input	Yes	$9,500.00	$11,000.00
3	**3.2**	Communication	Yes	$25,000.00	$25,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,692,493.00	$1,688,954.00	$1,740,702.00	($51,748.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Instructional Coaching	Yes	$421,038.00	$428,909.00	0.00	0.00
1	**1.2**	Multitiered System of Support	Yes	$225,370.00	$246,715.00	0.00	0.00
1	**1.3**	English Learner and Long Term English Learner Support	Yes	$365,866.00	$399,105.00	0.00	0.00
2	**2.1**	Professional Learning	Yes	$50,000.00	$52,400.00	0.00	0.00
2	**2.2**	Equity/Restorative Practice Liaisons	Yes	$12,222.00	$12,222.00	0.00	0.00
2	**2.3**	Wellness Coordinator & Wellness Paraprofessionals	Yes	$579,958.00	$565,351.00	0.00	0.00
3	**3.1**	Community Input	Yes	$9,500.00	$11,000.00	0.00	0.00
3	**3.2**	Communication	Yes	$25,000.00	$25,000.00	0.00	0.00

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$37,526,848.00	$1,692,493.00	0.00	4.510%	$1,740,702.00	0.000%	4.639%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

California Department of Education
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