LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodville Union School District

CDS Code: 54-72298-6054779

School Year: 2024-25
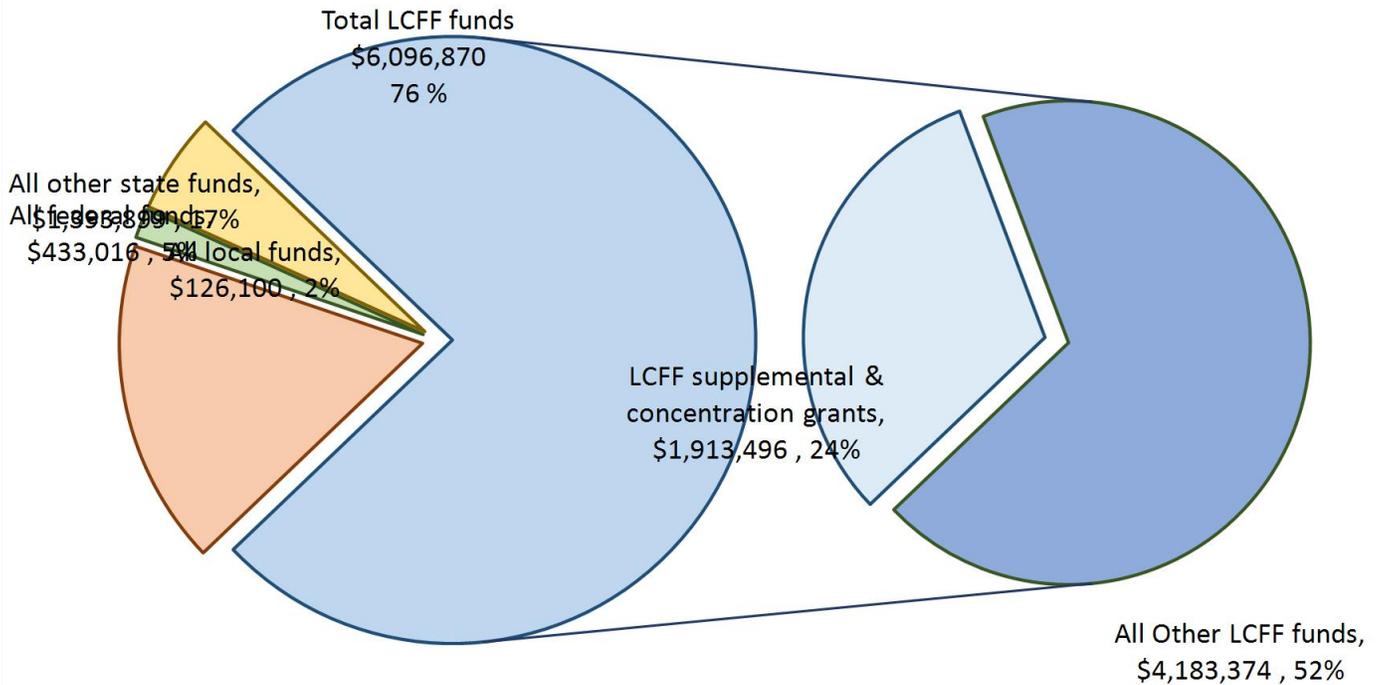
LEA contact information:

Lou Saephan

Superintendent

lsaephan@woodville.k12.ca.us

559-686-9712 Ext: 155

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$6,096,870
76 %

All other state funds,
All federal funds,7%
$1,393,899
$433,016 , 5%All local funds,
$126,100 , 2%

LCFF supplemental &
concentration grants,
$1,913,496 , 24%

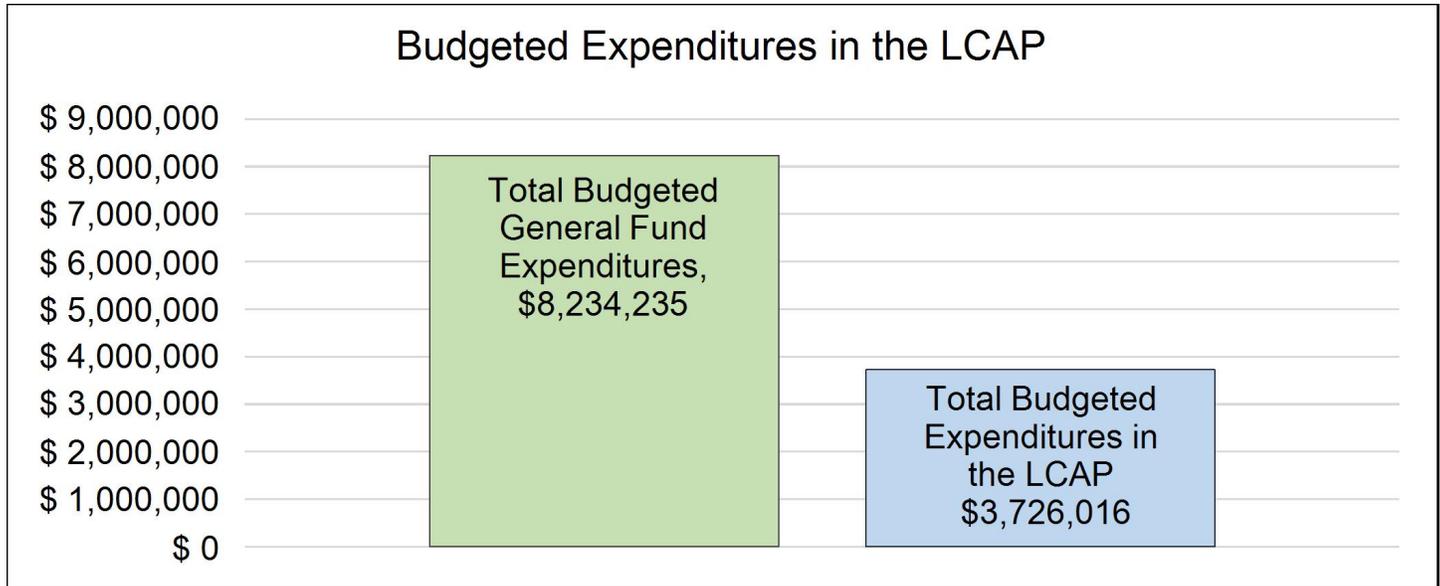All Other LCFF funds,
$4,183,374 , 52%

This chart shows the total general purpose revenue Woodville Union 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 Woodville Union School District is $8,049,885, of which $6,096,870 is Local Control Funding Formula (LCFF), $1,393,899 is other state funds, $126,100 is local funds, and $433,016 is federal funds. Of the $6,096,870 in LCFF Funds, $1,913,496 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $8,234,235	Total Budgeted Expenditures in the LCAP $3,726,016

(Y-axis: $0 to $9,000,000 in $1,000,000 increments)

This chart provides a quick summary of how much Woodville Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodville Union School District plans to spend $8,234,235 for the 2024-25 school year. Of that amount, $3,726,016 is tied to actions/services in the LCAP and $4,508,219 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
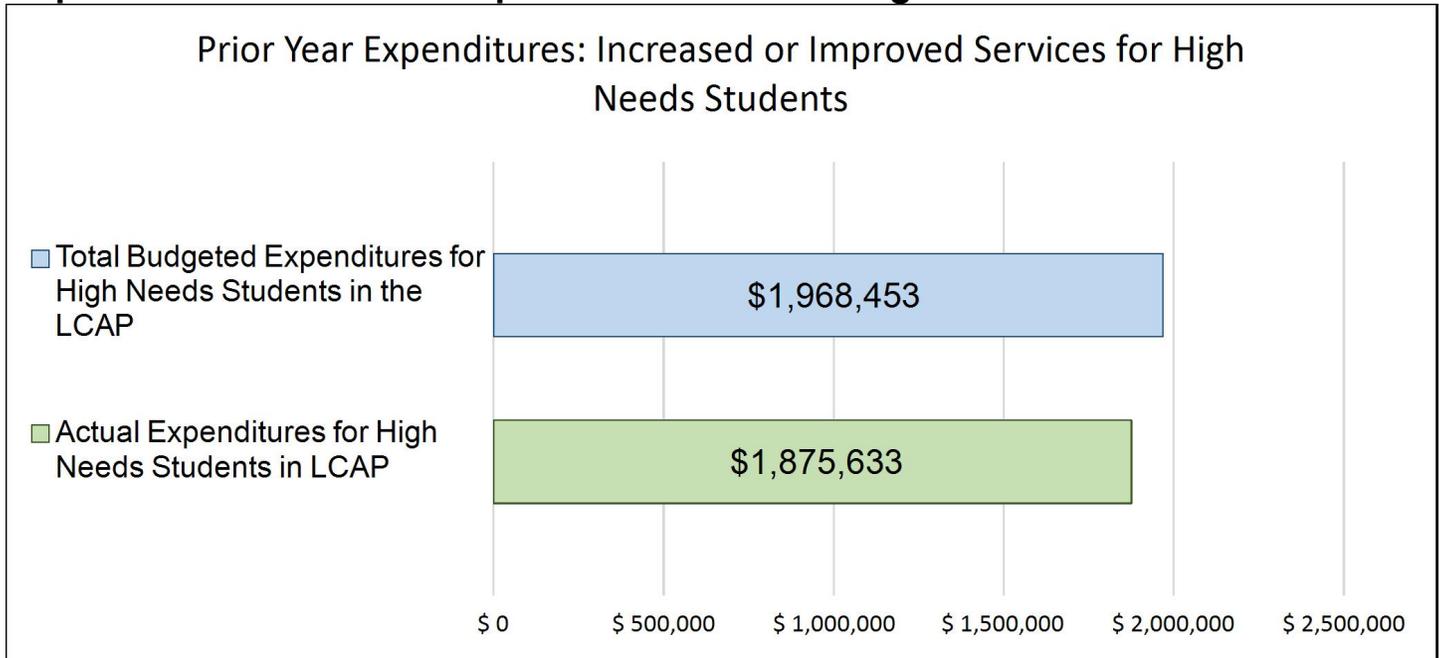
The budgeted expenditures not in the LCAP will be used on classroom teachers, site administration staff, business services, human resources, MOT staff, and other core program expenditures such as curriculum.

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

In 2024-25, Woodville Union School District is projecting it will receive $1,913,496 based on the enrollment of foster youth, English learner, and low-income students. Woodville Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodville Union School District plans to spend $2,010,846 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $1,968,453

Actual Expenditures for High Needs Students in LCAP — $1,875,633

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

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

The text description of the above chart is as follows: In 2023-24, Woodville Union School District's LCAP budgeted $1,968,453 for planned actions to increase or improve services for high needs students. Woodville Union School District actually spent $1,875,633 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $92,820 had the following impact on Woodville Union School District's ability to increase or improve services for high needs students:

There was no impact on the students increased or improved services as the district was able to exceed the requirement with a combination of LCFF and other funds. Additionally, the carryover LCFF funds have been added to the 2024/25 plan to further increase services to students. The district is dedicated to improving outcomes for students through a combination of services including academic, extra-curricular and mental/social emotional supports as outlined in the 2024/25 LCAP.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodville Union School District	Lou Saephan Superintendent	lsaephan@woodvilleschools.org 559-686-9712 Ext: 155

Goals and Actions

Goal

Goal #	Description
1	STUDENT ACHIEVEMENT: The district will commit to a guaranteed and viable curriculum to develop a high quality sustainable education system to raise the academic achievement for ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners Scoring Level 3 or higher on ELPAC	Data Year: 2019-2020 CAASPP Data Source: % of English Learners scored 3 or higher on the ELPAC (Suspended)	2020-2021CAASPP ELPAC Data: 32% of English Learners scored 3 or higher on the ELPAC.	2021-2022 CAASPP ELPAC Data: 39.3% of English Learners scored 3 or higher on the ELPAC.	2022-2023 CAASPP ELPAC Data: 48% of English ALL Learners scored 3 or higher on the ELPAC.	55% of English Learners will be scored 3 or higher on the ELPAC.
Reclassified Fluent English Proficient (RFEP)	2019-2020: (70) of Total Reclassified Fluent English Proficient (RFEP)	2020-2021 (64) of Total Reclassified Fluent English Proficient (RFEP)	2021-2022: (46) Students are RFEP that's 11.3%.	2022-2023 : (39) Students are RFEP that's 11.3%.	50% Reclassified Fluent English Proficient (RFEP
English Learner Making Progress Toward English Proficiency on CA Dashboard	2019-2020 ELPAC Reported Result: 41% of all English Learner Subgroup are making progress towards English Proficiency.	2020-2021 ELPAC Reported Result: 43% of all English Learner Subgroups are making progress toward English Proficiency.	2021-2022 ELPAC Reported Result: 44% of all English Learner Subgroups are making progress toward English Proficiency.	2022-2023 ELPAC Reported Result: 50.2% of all English Learner Subgroups are making progress toward English Proficiency. CA Dashboard Color "GREEN".	Percent of English Learner making progress towards English Proficiency will be 60%.
Smarter Balance Assessment (SBAC):	2018-2019 CAASPP Language Arts/Literacy Reported	2020-2021 CAASPP English Language Arts/Literacy Reported	2021-2022 CAASPP English Language Arts/Literacy Reported	2022-2023 CAASPP English Language Arts/Literacy Reported	Percent of Students who Met or Exceeded Standard on SBAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts	Result: 19.26% Met or Exceeded State Standards	Result: 15.47 Met or Exceeded State Standards	Result: 19.47 Met or Exceeded State Standards	Result: 26.85% Met or Exceeded State Standards/CA Dashboard Color "YELLOW" Increase by 12.5 points.	ELA/Literacy will be 45%.
Smarter Balance Assessment (SBAC): Mathematics	2018-2019 CAASPP Reported Result: 21.21%Met or Exceeded State Standards	2020-2021CAASPP Mathematics Reported Result: 8.99%Met or Exceeded State Standards	2021-2022 CAASPP Mathematics Reported Result: 17.61%Met or Exceeded State Standards	2022-2023 CAASPP Mathematics Reported Result: 19.06% Met or Exceeded State Standards/CA Dashboard Color "ORANGE" Increase by 1.6 points.	Percent of Students who Met or Exceeded Standard on CAASPP Mathematics will be 50%
CA NGSS/Science	2018-2019 NGSS/Science Reported Result: Grade 5 - 6% Met Standards Grade 8 - 2% Met Standards	2020-2021: NO data available.	2021-2022: 9.3% Standard Met, 63.95% Standards Nearly Met, and 26.74 % Standards Not Met. This is a baseline year for NGSS.	2022-2023: 12.4% Standard Met or exceeded 73.49% Standards Nearly Met, and 14.46% Standards Not Met.	Percent of Students who Met or Exceeded Standard for NGSS Science: Grade 5 - (25%) Grade 8 - (25%)
LOCAL ASSESSMENTS: DRA Reading Scores STAR Reading STAR Mathematic	2020-2021 LOCAL ASSESSMENTS: Assessment: Suspended STAR Reading K-8: 15% on or above grade level	2020-21: Pending availability of year-end data. Assessment: STAR Reading: 15% on or above grade level	2021-2022: Pending availability of year-end data. STAR Reading Assessment: STAR ELA Proficient: 18%	Not continued as a metric for 2023-24- no data collected 2022-2023 Data STAR Reading Assessment:	LOCAL ASSESSMENTS: DRA Reading Assessment: +50% At or Above Grade Level STAR Reading: +30% improve to 45% on or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR Mathematic K-8: 31% on or above grade level K-5 DRA Reading - Suspended	STAR Mathematics: 31% on or above grade level GUIDED READING (DRA Assessment) - K-5: 13% Exceed, 40% Met, 24% Nearly Met, 22% Below. TK & Kindergarten-4.8% Exceed, 59.6% Met, 22.5% Nearly Met, 12.9% Below 1st - 10.2% Exceed, 28.2% Met, 25.6% Nearly Met, 35.8% Below 2nd - 7.6% Exceed, 41% Met, 28.2% Nearly Met, 23% Below 3rd - 34% Exceed, 23% Met, 21% Nearly Met, 21% Below 4th - 20% Exceed, 32.5% Met, 32.5% Nearly Met, 15% Below	Not Proficient: 82% STAR Math Proficient: 18% Not Proficient: 82% DRA was discontinued, and a new reading assessment will be utilized in 2023-2024.	STAR ELA Proficient: 32% Not Proficient: 68% STAR Math Proficient: 42% Not Proficient: 56%	STAR Mathematic: +19% improve to 50% on or above grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		5th - 8.1% Exceed, 54% Met, 5% Nearly Met, 32.4% Below			
All teachers are appropriately assigned and fully credentialed.	2020-2021: All teachers are appropriately assigned. 90% of teachers are fully credentialed	2021-2022: 100% of teachers are appropriately assigned. 100% of teachers are fully credentialed	2022-2023 - 100% of teachers are appropriately assigned. Fully Credential Teachers: 18 PIPS/STPS: 4 (82% of teachers are fully credentialed)	2023-2024 - 100% of teachers are appropriately assigned. Fully Credential Teachers: 18 PIPS/STPS: 4 (82% of teachers are fully credentialed)	All teachers will be appropriately assigned. All teachers will be fully credentialed.
Provide students standards-aligned instructional materials	2020-2021: 100% of students have access to standards aligned materials	2021-2022: 100% of students have access to standards aligned materials.	2022-2023 - 100% of students have access to standards aligned materials.	2023-2024 - 100% of students have access to standards aligned materials.	100% of students will have access to standards aligned materials
Implementation of academic content and performance standards for all students including English Learners	Implementation Status: ELA - Full ELD - Full Math - Full NGSS - Full History/Social Science - Full	2021-2022: FULL IMPLEMENTATION for ALL Academic content and performance standards for all students including English Learners are fully implemented.	2022-2023 - FULL IMPLEMENTATION for ALL Academic content and performance standards for all students including English Learners are fully implemented.	2023-2024 - FULL IMPLEMENTATION for ALL Academic content and performance standards for all students including English Learners are fully implemented.	Implementation Status: ELA - Full ELD - Full Math - Full NGSS - Full History/Social Science - Full
To provide parent meetings and training	2019-2020 Three (3) parent training and three (3) informational	2021-2022: Three (3) parent training and three (3) informational meetings including	2022-2023 - Three (3) parent training and three (3) informational meetings including	2023-2024 - Three (3) parent training and three (3) informational meetings including	Maintain at three (3) parent training and three (3) informational meetings including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meetings including special need parents and parents of unduplicated pupils.	special need parents and parents of unduplicated pupils were All MET.	special need parents and parents of unduplicated pupils were All MET.	special need parents and parents of unduplicated pupils were All MET.	special need parents and parents of unduplicated pupils.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, our goal of implementing various actions outlined in the Local Control Accountability Plan (LCAP) was approached with diligence and commitment. Each action was aimed at enhancing the educational experience and outcomes for our students, as well as fostering a supportive environment for both students and staff. Here's an analysis of how this goal was carried out and any substantive differences between planned actions and actual implementation:

Basic Services (1.1): Our efforts to ensure that teachers were appropriately assigned and fully credentialed were largely successful. However, while we provided additional support for new teachers to obtain full credentials, the actual number of teachers earning preliminary credentials (three out of five) exceeded our initial expectations.

Instructional Materials (1.2): The district effectively purchased supplemental materials for new CORE adoptions and replaced lost or damaged instructional materials, aligning closely with the planned actions. The confirmation of sufficient instructional materials for all student subgroups by the Williams visit report was consistent with our expectations.

Parent and Family Engagement (1.3): LCAP survey results reflected high engagement levels from both the School Site Council (SSC) and English Learner Advisory Committee (ELAC), indicating successful implementation of planned actions in this area.

Professional Learning Opportunity (1.4): Development opportunities provided for TK-8th grade teachers enhanced their educational pedagogy and assessment skills as intended. The reduction in reliance on federal funds contributions demonstrated effective use of resources, surpassing our initial expectations.

English Learner Language Acquisition Needs (1.5): The district achieved "Green" status for this action on the California Dashboard, indicating significant improvement from the previous year and surpassing our initial goals.

Increased Instructional Minutes (1.6): The LCAP Parent Survey identified a need for more instructional minutes during the school day, which was effectively addressed through planned actions.

Literacy Development (1.7): Adoption of a new literacy program led to a significant increase in reading proficiency for TK-2 students, aligning closely with our planned actions.

Competitive Substitute Pay Rate (1.8): The district successfully increased the substitute pool and provided more professional learning opportunities for teachers, meeting our expectations.

Technology Needs (1.9): The confirmation of sufficient electronic textbooks and maintenance of a 2 to 1 ratio for learning devices by the Williams report aligned closely with our planned actions.

Broad Course (1.10): All students had access to board-approved courses of study, including Music, PE, and electives, meeting our planned actions.

Site Administrative Services (1.11): High satisfaction levels with student services, teacher coaching, and program services were reported in the LCAP Survey, consistent with our planned actions.

Grade Span Adjustment (1.12): The district maintained a classroom ratio of 24 to 1 for TK-3, meeting our planned actions.

Early Childhood Education/Community (1.13): Despite efforts, only one UTK teacher was provided for 4-year-olds, and no fund contributions were made. However, the district applied for Kindergarten and Community School Grants to address this shortfall.

Advanced Course Offering (1.14): Not Implemented -The district lacked a sufficient number of students scoring Exceeding Standards on the CAASPP, indicating a gap between planned actions and actual implementation in this area.

Culture of Collaboration (1.15): No fund contributions were utilized for this action, we were unable to significantly implement this planned action.

Special Education (1.16): The LCAP parent survey indicated high ratings for additional support services for special education, aligning well with our planned actions.

Overall, while most actions were effectively implemented according to plan, there were some areas where substantive differences existed, particularly in advanced course offerings and a culture of collaboration. These areas will be targeted for improvement in the upcoming LCAP cycle to ensure continued progress and enhancement of educational programs and services at Woodville Union School District.

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

There were no planned actions with a percentage of improved services for students.
A few actions have a material difference between budgeted and actual expenses.

- 1.2- Instructional materials. An additional $525 was spent on EL related materials that were identified later as needed and increased our planned expenditures for this area.
- 1.4- Professional Learning opportunities were more expensive than anticipated due to rising fees and hourly wages this last year. Approximately $30,000 more was spent than anticipated in this area.
- 1.5- EL Acquisition needs were less costly than anticipated with less hours spent and fewer materials needed. There was a savings of approximately $12,000 in this area
- 1.7 - Literacy Development was overspent to hire a literacy coach, which was a need identified by analyzing data after the prior LCAP was written.
- 1.8- Competitive Substitute Pay Rate: The substitute pool was increased without the anticipated costs
- 1.9 - Technology Needs was underspent. The district incurred fewer technology purchases than they projected to incur.
- 1.10 - Broad Course of Study was underspent. Total costs incurred for elective course supplies were less than expected.
- 1.11- There was a slight increase in costs for administrative services due to wage increases. Approximately $5,000 more was spent than anticipated in this area.
- 1.13- Early Childhood Education/ Community Hub was underspent as fewer hours were needed in this area and the funding saved was moved to other high needs areas (like literacy coach Action 1.7
- 1.14 - Advanced Course Offering- Not Implemented. There was an insufficient number of qualifying students to offer this program.
- 1.15 - Culture of Collaboration- This wasn't implemented.
- 1.16- Special Education- Additional materials and services were needed to supplement this program for our unduplicated students with additional costs of $5,145 for the year

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

Progress toward our goals during the three-year LCAP cycle has been notable, with many metrics either reaching the 2024 goal or making satisfactory progress. However, due to the lag in the data, particularly since most measures are from spring 2023, it is challenging to directly attribute the progress in this year solely to the actions taken in 2021-2022.

The upcoming 2024-2025 update will provide a more comprehensive analysis of the contributing factors to the progress observed in the metrics. Nonetheless, despite some data limitations, we are exceptionally pleased to report significant advancements in English Language Arts and particularly in the academic growth of English Learner (EL) students in grades 3 through 8. For the 2023-2024 CA Dashboard, Woodville USD indicated "GREEN" for English Learners.

Specifically, nearly 50.2% of EL students scored at level 3 or higher on the English Language Proficiency Assessments for California (ELPAC). Additionally, 15% of EL of 251 students, totaling 38 students, were reclassified during the 2023-2024 academic year. These successes can be directly attributed to the comprehensive services outlined in Goal 1, Action 5 of our LCAP.

These services encompassed staff training, assessment strategies, instructional aides, supplemental materials, and robust data-tracking mechanisms. By investing in these targeted interventions, we provided our educators with the necessary tools and support to effectively meet the diverse needs of our EL students, ultimately leading to improved academic outcomes and successful reclassification.

As we continue to evaluate our progress and refine our strategies, we remain committed to fostering an inclusive and supportive learning environment where all students, including ELs, can thrive academically and achieve their full potential. Through ongoing collaboration and dedication to our LCAP goals, we are confident in our ability to enhance further the educational experiences and outcomes for all students at Woodville Union School District.

ACTIONS:
1.1 - Basic Services: Effective - Teachers were appropriately assigned and fully credentialed in subject areas and for students. The district provided additional support for new teachers to obtain full credentials, resulting in three out of five teachers earning their preliminary credentials.

1.2 - Instructional Materials: Effective - The district purchased supplemental materials for new CORE adoptions, including English Language Arts, Mathematics, NGSS, Social Science, and ELD. Lost or damaged instructional materials were replaced to ensure access to state standards. The Williams visit report confirmed sufficient instructional materials for all student subgroups.

1.3 - Parent and Family Engagement: Effective - The LCAP survey results revealed strong engagement from the SSC, ELAC, and PAC committees. Additionally, most of the parent nights were well-attended.

1.4 - Professional Learning Opportunity: Effective - Development opportunities were provided for all TK-8th grade teachers to enhance their educational pedagogy and assessment skills. Service contracts were increased, and new professional development was provided for NGSS and Social Science, resulting in reduced reliance on federal funds contributions. Green on the dashboard for English Learners Progress Indicator shows the training had a positive effect.

1.5 - English Learner Language Acquisition Needs: Effective - The 2023-2024 California Dashboard indicated "Green" status for this action, showing improvement from "Low" to "Green" for the district.

1.6 - Increased Instructional Minutes: Effective - The LCAP Parent Survey indicated a need for more instructional minutes during the instructional day, and the increase in performance for English Learners and reading proficiency shows this had a positive effect when combined with other actions.

1.7 - Literacy Development: Effective - Adoption of a new literacy program led to a significant increase in reading proficiency by 30% for TK-2 students, according to local indicators.

1.8 - Competitive Substitute Pay Rate: Effective - The district increased the substitute pool by 50% and provided more professional learning opportunities for teachers.

1.9 - Technology Needs: Effective - The Williams report confirmed sufficient electronic textbooks, and the district maintained a 2 to 1 ratio for learning devices.

1.10 - Broad Course: Effective - 100% of students have access to board-approved courses of study, including Music, PE, and electives.

1.11 - Site Administrative Services: Effective - The LCAP Survey indicated high satisfaction levels with student services, teacher coaching, and program services.

1.12 - Grade Span Adjustment (GSR): Effective - The district maintained a classroom ratio of 24 to 1 for TK-3, and the increase in literacy rates speaks to the impact of this program as well as Parent and Teacher Educational Partner feedback.

1.13 - Early Childhood Education/Community: Ineffective - Only one UTK teacher was provided for 4-year-olds, with no fund contributions. The district applied for Kindergarten and Community School Grants.

1.14 - Advanced Course Offering: Not Implemented

1.15 - Culture of Collaboration: Not Implemented

1.16 - Special Education: Effective - The LCAP parent survey indicated high ratings for additional support services for special education.

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

After reflecting on our prior practice and the outcomes achieved in the previous year, we have identified several areas where adjustments are needed to further enhance the effectiveness of our Local Control Accountability Plan (LCAP). Here are the changes made to the planned goal, metrics, desired outcomes, or actions for the coming year:

Updated Metrics: Based on our analysis of the previous year's data and feedback from stakeholders, we have identified new metrics to better measure progress toward our goal. These metrics are more comprehensive and provide a clearer picture of our performance in key areas.

Specifically, two metrics were added for SBAC/ CAASPP data, which included the scaled scores for ELA and Mathematics, in addition to the already present % at proficient/ advanced. We also added disaggregated data to better analyze performance gaps between groups.
Broad Course of Study was added as a metric to meet state requirements
We removed two metrics: Teachers appropriately credentialed- which we moved to Goal #2, Metric 2.9, and Provide parent meetings and training, which we felt was more of an action and can be found in Action 2.9.
Refined Desired Outcomes: Our desired outcomes have been refined to be more specific, measurable, achievable, relevant, and time-bound (SMART). This ensures that our efforts are focused on achieving tangible results that positively impact student learning and well-being.

Adjusted Actions: The district made minor adjustments to our actions based on lessons learned from the previous year. These adjustments may include reallocating resources, implementing new strategies, or discontinuing ineffective practices. Each action is carefully designed to address identified needs and contribute to the attainment of our goal. The only actions that were ineffective were those that we did not implement this year due to capacity or number of qualified students.
Specific action changes for 2024-2024 include: Actions 1.1 was removed because it is a basic function and not required in the LCAP.
Action 1.3 Parent and Family Engagement was removed but it built into other activities within the LCAP
Actions 1.8 and 1.13 were removed because they were ineffective or did not need additional funding to support.
Action 1.14 was removed, as components were included in other actions in the LCAP.
Action 1.9 was combined with other actions as it related to instructional technology and tools.
Action 1.15 Culture of Collaboration was removed and any activities will be funded with non-LCFF funds.

An action related to special education supplemental services was added as a result of Teacher input and SELPA feedback.

Enhanced Stakeholder Engagement: We have intensified our efforts to engage stakeholders, including parents, students, teachers, staff, and community members, in the development and implementation of our LCAP. Their input and feedback are invaluable in shaping our priorities and strategies.

Overall, these changes reflect our commitment to continuous improvement and our dedication to providing the highest quality education for all students at Woodville Union School District. By refining our goals, metrics, desired outcomes, and actions, we aim to achieve even greater success in the coming year and beyond.

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

Goals and Actions

Goal

Goal #	Description
2	CLOSE ACHIEVEMENT AND OPPORTUNITY GAP: The district will provide a multi-tiered system of support (MTSS) to narrow the achievement and opportunity gap for ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2020-2021 Attendance Rate: 97.01%	(2021-22) End-of-Year P2 Attendance Rate – 94%	(2022-2023) End-of-Year P2 Attendance Rate – 93%	2023-24 End-of-Year P2 Attendance Rate – 95.8%	Maintain 97% or higher Average Daily Attendance.
Chronic Absenteeism	2020-21 Chronic Absenteeism Rate: 1.1%	2021-22 Chronic Absenteeism Rate: 23.6% %	2021-22 Chronic Absenteeism Rate: 23.7% 2022-2023 Data Quest Not Available.	2022-23 Chronic Absenteeism Rate: 10.3%	Decrease Chronic Absenteeism Rate from 10.7% to 7.0% (-3.7%)
Suspension Rate	2020-2021 Suspension Rate: 2.3%	2021-22 Suspension Rate: 2.9%%	2021-22 Suspension Rate: 2.9% 2022-2023 Data Quest Not Available.	2022-23 Suspension Rate: 5.1%	Decrease Rate from 17.6 % to 10% (-7.6%)
Expulsion Rate	2020-2021 Expulsion Rate: 0%	2021-2022 Expulsion Rate: 0%	2022-23 Expulsion Rate: 0%	2023-24 Expulsion Rate: 0%	Maintain Expulsion Rate at 0%
Middle School Dropout Rate	2020-2021 Drop Rate: 0%	2021-22 End-of-Year Dropout Rate – 0%	2021-22 End-of-Year Dropout Rate – 0%	2023-24 End-of-Year Dropout Rate – 0%	Maintain Drop Rate at 0%
Access to a Broad Course of Study	Access to a Broad Course of Study: PE - 100% of all students enrolled	(2021-22) 100% of all students enrolled have access to a broad course of study.	2022-2023 100% of all students enrolled have access to a broad course of study.	2023-24 100% of all students enrolled have access to a broad course of study.	Maintain Access to a Broad Course of Study:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	have access to broad course of study				100% of all students enrolled
Extra and Co-Curricular Activities	Extra-Curricular/Co-Curricular Activities: 100% all students exposed or enrolled in some type of extra and co-curricular actives.	(2021-22) 100% all students exposed or enrolled in some type of extra and co-curricular actives.	(2022-2023) 100% of all students exposed or enrolled in some type of extra and co-curricular actives.	2023-24 100% of all students exposed or enrolled in some type of extra and co-curricular actives.	Extra-Curricular/Co-Curricular Activities: Maintain 100% all students exposed or enrolled in some type of extra and co-curricular actives

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 2.1 through 2.6 and 2.8 outlined in the 2023-2024 LCAP Goal 2 for Closing Achievement and Opportunity Gaps were executed according to plan, mirroring the descriptions provided in the approved LCAP. Our implementation strategy adhered meticulously to each specified goal action, following a systematic approach to ensure comprehensive coverage and alignment.
Action 2.7 was not implemented as the additional supplies were not needed to provide those services.

Throughout the school year, we remained committed to continuous monitoring and evaluation to gauge progress and identify areas necessitating adjustments. Feedback from our Educational Partners played a pivotal role in this process. Based on their insights and recommendations, we made necessary adaptations, including augmenting funds for specific goal actions during the first and second interim periods.

This responsive approach enabled us to address emerging needs and refine our strategies in real time, ensuring that our efforts remained effective and aligned with our overarching objectives. By prioritizing ongoing evaluation and collaboration, we are dedicated to advancing equity and opportunity for all students within Woodville Union School District.

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

There were no planned actions with a percentage of improved services for students.
A few actions have a material difference between budgeted and actual expenses.
- 2.1 No additional supplies were identified by the teaching team to implement RtI, so the small amount put aside was not used, although RtI was implemented
- 2.2 Learning Loss was overspent as the district was able to expand after-school programs with ELOP.
- 2.3 No additional supplies were needed by the SEL support team, so although we provided the services, we didn't have to use the LCAP monies set aside.
- 2.5 Student Engagement was underspent as the district incurred less than expected costs for field trips.
- 2.6 The SARB contractor utilized fewer hours than budgeted and the site spent less on attendance incentives than anticipated
- 2.7 Student suspension/expulsion funds and services that were anticipated ($500) were not needed in order to continue providing the planned supports for discipline
- 2.8 Co-Curricular Activities were underspent as some of the co-curricular activities were reported with ELOP under action 2.2.

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

Actions related to reducing absences and chronic absenteeism were highly effective, with a 2.8% increase in attendance and a 13.4% decrease in Chronic Absenteeism within the last school year.
This includes Actions 2.2 and 2.6

Actions related to discipline were mixed effectiveness, with an increase in suspensions of 2.9%, although the rate is still low. Expulsions, however, and Drop-Outs remained at 0%.
This includes actions 2.3, 2.4, and 2.7

Action 2.1 was effective and related to ensuring all students could continue to access a Broad Course of Study that remained at 100%

Actions 2.5 and 2.6, which provided extra-curricular and Co-Curricular experiences, were effective in maintaining 100% of students having access to these contextual learning opportunities.

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

The following metrics were changed for 2024-2025 to better reflect and measure the effectiveness of the actions in this goal.

The metrics for Attendance rate, Chronic Absenteeism, and Suspension were disaggregated to compare results for unduplicated and significant student groups.

Metrics were added for:

% of staff trained in PBIS to measure actions related to reducing suspensions

% of teachers appropriately credentialed since it aligned with staff training

% of parents feel connected and engaged since it aligns with a positive school culture

% of staff feeling connected and engaged since it aligned with training and positive school culture.

Action 2.9 was added to emphasize activities related to engaging Educational Partners for a more inclusive and positive school culture.

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

Goals and Actions

Goal

Goal #	Description
3	ENSURE A SAFE AND CONDUCIVE LEARNING ENVIRONMENT- The district will operate with the highest efficiency and effectiveness in all areas of operation promoting a safe and conducive learning environment for All students and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Facility Inspection Rating	2020-2021 Williams Facility Inspections Rating: "Good Repair"	2021-2022 TCOE Williams Facility Inspections Rating: "Good Repair"	2022-2023 TCOE Williams Facility Inspections Rating: "Good Repair"	2023-2024 TCOE Williams Facility Inspections Rating: "Good Repair"	Maintain Facility Inspection Tool (FIT) Rating at "Good Repair"
Healthy Kids Survey	2018-2019 Healthy Kids Survey: 1. SUPPORT and ENGAGEMENT: 73% of student reported having a high level of connectedness at school. 2. LOW VIOLENCE: 71% of students reported a Low Violence Perpetration, 69% reported Low Violence Victimization. 3.SCHOOL CLIMATE: 81% of students	2022 Student LCAP Survey: 1. SUPPORT and ENGAGEMENT: 70% of student reported having a high level of connectedness at school. 2. LOW VIOLENCE: 73% of students reported a Low Violence Perpetration, 70% reported Low Violence Victimization. 3.SCHOOL CLIMATE: 80% of students	2022-2023 Student LCAP Survey: 1. SUPPORT and ENGAGEMENT: 86% of students reported having a high level of connectedness at school. 2. LOW VIOLENCE: Better than 90% of students reported a Low Violence Perpetration, and 70% reported Low Violence Victimization. 3. SCHOOL CLIMATE: Over 90%	2023-2024 Student LCAP Survey: 1. SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school. 2. LOW VIOLENCE: Better than 84% of students reported a Low Violence Perpetration, and 63% reported Low Violence Victimization.	Healthy Kids Survey: 1. SUPPORT and ENGAGEMENT: 80% of student will report having a high level of connectedness at school. 2. LOW VIOLENCE: 80% of students will report a Low Violence Perpetration, 80% report Low Violence Victimization. 3.SCHOOL CLIMATE: Maintain 81% or better of students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reported the school is Fair.	reported the school is Fair.	of students reported the school is Fair.	3. SCHOOL CLIMATE: Over 90% of students reported the school is Fair.	report the school is Fair.
Staff Climate Survey	2020-2021 Staff Safety Survey: 83% of staff reported that they perceived school as being safe.	2021-2022 Staff Safety Survey: 88.6% of staff reported that they perceived the school as being safe.	2022-2023 Staff Safety Survey: Over 90% of staff reported that they perceived the school as being safe.	2023-2024 Staff Safety Survey: 90.5% of staff reported that they perceived the school as being safe.	Staff Safety Survey: Maintained 83% of staff reported that they perceived school as being safe.
Parent Climate Survey	2020-2021 Parent Climate Survey: Better than 90% of parents reporting that they perceived school to be safe for their child.	2021-22 Parent Climate Survey: Better than 80% of parents reporting that they perceived school to be safe for their children.	2022-2023 Parent Climate Survey: Better than 90% of parents reported that they perceived school to be safe for their children.	2023-2024 Parent Climate Survey: 90.9% of parents reported that they perceived school to be safe for their children.	Parent Climate Survey: Maintained Better than 90% of parents reporting that they perceived school to be safe for their child.
Percent of Staff Trained in Positive Behavior Intervention and Support:	2019-2020 Percent of Staff Trained in Positive Behavior Intervention and Support was 15%	2021-22 Percent of Staff Trained in Positive Behavior Intervention and Support was 61%	2022-2023 Percent of Staff Trained in Positive Behavior Intervention and Support was 82%.	2023-2024 68% Percent of Staff Trained in Positive Behavior Intervention and Support.	Percent of Staff Trained in Positive Behavior Intervention and Support will be 100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions and services outlined in the 2023-2024 LCAP Goal 3 for Ensuring a Safe and Conducive Learning Environment were executed according to plan, with no significant deviation from the approved LCAP. The implementation process adhered to a systematic approach, ensuring alignment with each goal action description.

Continuous monitoring and evaluation were integral components of our approach, enabling us to track progress and make necessary adjustments throughout the school year. Feedback from Educational Partners played a crucial role in this process, guiding decisions such as increasing funds for specific goal actions during the first and second interim periods.

By maintaining a vigilant stance and responding promptly to feedback, we upheld our commitment to fostering a safe and supportive learning environment for all students. Moving forward, we remain dedicated to ongoing evaluation and refinement to ensure the continued effectiveness of our efforts in promoting a positive school climate at Woodville Union School District.

Challenges:
Several actions, including 3.1, 3.4, and 3.5, were much more expensive to implement than anticipated, so additional funds were moved from other underspent actions in the plan.

Successes:
Despite challenges, we were able to implement the planned actions
3.2 was successfully implemented

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

There were no planned actions with a percentage of improved services for students.
A few actions have a material difference between budgeted and actual expenses.

- 3.1 Maintenance Contribution was overspent to complete an ELOP Portables Relocation project.
- 3.3 Safety and Security costs came in lower than anticipated and redirected to action 3.1.
- 3.4 Health and Wellness exceeded the budget as the district increased health services on campus.
- 3.5 Crisis PD was overspent as the district provided behavior health services not previously budgeted.

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

There has been notable progress towards many of the metrics, with several either meeting the 2024 goal or showing satisfactory progress. Actions 3.1 and 3.2 have contributed significantly to maintaining facilities in good repair, as indicated by the FIT tool.

According to the 2024 Student LCAP Survey, there has been a significant improvement in student connectedness, with over 90% reporting a high level of connectedness, up from 73%. Additionally, there has been an increase in the percentage of students reporting low violence perpetration and victimization, as well as perceiving the school as fair. The 2023 -2024 Staff Safety Survey also indicates a substantial increase, with over 90% of staff perceiving the school as safe, up from 8.6%.

To further enhance the sense of safety on campus, the district will intensify efforts such as installing additional security cameras on campus and in school buses, implementing fencing around the campus, and enhancing student drop-off and school bus zones.

Actions:

3.1 - Additional Maintenance Contribution: Effective - The 2023-2024 Williams/FIT Report confirmed that all facilities are in good repair, with a significant decrease in workers' compensation claims from 2023-2024.

3.2 - Cleaning and Sanitation: Effective - The 2023-2024 FIT Report revealed no findings for disinfecting, and there were no reports of Uniform Complaints filed against the district.

3.3 and 3.5 - Safety and Security: Effective - Staff Safety Survey results indicate over 90.5% of staff perceive the school as safe. Educational Partner data from students (CHKS) also indicated low incidents of violence.

3.4 - Health and Wellness Support: Effective - The addition of 10 extra days of services for the school nurse from TCOE addresses the increase in student health needs effectively per Educational Partner Input

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

The metric related to % of staff trained in PBIS was moved to goal #2 as it related to student behaviors/ discipline and was grouped with related metrics.

Action 3.5 was combined with action 3.3 in the new LCAP due to their related purposes.

Action 3.1 was updated to account for LCFF carryover funds.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodville Union School District	Lou Saephan Superintendent	lsaephan@woodvilleschools.org 559-686-9712 Ext: 155

Plan Summary [2024-25]

General Information

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

Woodville Union School District, nestled in the heart of Tulare County, California, serves as a small, rural, single school district serving students from Transitional Kindergarten (TK) to 8th grade. Predominantly inhabited by farm-working families, the district reflects the agricultural essence of the region.

According to the California School Dashboard demographic data from 2023-2024, Woodville Union School District faces significant demographic challenges. Approximately 89.6% of our students are classified as "Socioeconomically Disadvantaged," highlighting the financial hardships many families in our community endure. Additionally, 63.4% of students are English Learners, indicating a substantial need for language support services. Furthermore, 0.7% of students are Foster Youth, emphasizing the importance of providing additional support to vulnerable populations. Our overall student population is 99.3% Hispanic and 0.7% white with an overall enrollment last year of 413 students.

Despite these challenges, Woodville Union School District remains committed to providing a high-quality education to all students. Our enrollment currently stands at approximately 400 students, with an average Daily Attendance rate of 94%. Woodville Elementary School serves as the heart of our community, with numerous parents accompanying their children on foot to school, showcasing the strong bond between the school and its surrounding neighborhood.

Parental involvement is actively encouraged within Woodville Union School District, with parents urged to engage in the development of the Local Control and Accountability Plan (LCAP). This collaborative approach ensures that the district's goals and priorities align with the needs and aspirations of the community.

"No school in the LEA receives Equity Multiplier funding".

In summary, Woodville Union School District, despite its challenges, remains steadfast in its mission to provide a nurturing and inclusive educational environment where every student can thrive academically, socially, and emotionally. Through collaboration, innovation, and a commitment to equity, the district strives to empower students to reach their full potential and become successful members of society.

Reflections: Annual Performance

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

According to the December 2023 California School Dashboard

ACADEMIC ACHIEVEMENT

English Language Arts:
All Student groups increased 12.5 scaled score points for an average of -57.8 Distance from Standard and in the "Yellow" range on the Dashboard. All subgroups performed in the Yellow as well and increased from 9.6 points to 12.5 points. The Students With Disabilities group increased by 14.4 points for an average score of -143.3, Distance from the Standard, but the subgroup is too small for a dashboard color indicator.

Local data indicates only 36% of students are reading at grade level.

Mathematics
All student groups increased slightly by 1.6 points to -89.8 Distance from Standard and in the "Orange" range on the Dashboard. All subgroups performed in the Orange as well. The subgroups stayed within the maintaining range for their scores with changes between -2.4 points average and +1.5 points average Distance from Standard. The Students With Disabilities group decreased by 2.9 points for an average score of -168.4, Distance from the Standard, but the subgroup is too small for a dashboard color indicator.

English Language Proficiency Indicator (ELPI)

50.2% of our English Learner students increased one ELPI level to show satisfactory progress toward English fluency. This was an increase of 6.3% and put this indicator in the "Green" performance range on the dashboard.

ACADEMIC ENGAGEMENT

Chronic Absenteeism
The Chronic Absenteeism indicator showed that 10.3% of our students missed 10% or more of school in 2023-2024. This was an improvement of 13.3% after post-COVID highs across the nation in 2021-2022. It placed us in the "Yellow" range.
All significant subgroups saw marked improvements between 13.4% and 15%, with the Socio-Economic group in the "Yellow" range and the English Learner and Hispanic groups in the "Green" range. The Students with Disabilities group was too small for a color indicator on the Dashboard, but this group had a chronic absenteeism rate of 16.7% and only saw an improvement of 0.6%. This will be an area to examine closer, and it is addressed in Action 2.6 (Attendance) as well as Action 3.5 (Nursing/ Health Services).

Local data indicates overall attendance rose to 95.8% last year, an increase of 2.8%

CONDITIONS AND CLIMATE

Suspensions
This dashboard indicator reports the number and % of students who are suspended at least one day during a school year.
In 2023-2024, our overall suspension rate was 5.1%, which was an increase of 2.2%, and put us in the "Red" on the dashboard. The Hispanic subgroup was 4.9%, with an increase of 2.2% (Red), and the Socioeconomically Disadvantaged was 5.4%, with an increase of 2.2% (Red). Students with Disabilities did not receive a color rating but were 12.5%, with an increase of 5.8%- the highest of the groups overall.

The Woodville Union School District concentrated its efforts on analyzing the latest release of the California School Dashboards, focusing on English Language Arts, Mathematics, English Learner Progress, Suspension Rate, and Chronic Absenteeism. In 2023, Woodville USD showed improvement on the school dashboard, particularly in enhancing academic achievement across all student demographics in English Language Arts/Literacy, Mathematics, and English Learner Progress.

SUCCESSES:
Specifically, in English Language Arts/Literacy, the district saw a rise in performance on the Smarter Balanced Summative Assessment, with the percentage of students meeting and exceeding standards increasing from 19.47% to 26.85%. Similarly, in Mathematics, there was an increase from 17.61% to 19.06% of students meeting and exceeding standards on the assessment.

On the 2023 California School Dashboard, there were notable shifts, with English Language Arts moving from Very Low in 2022 to "Yellow" in 2023, Mathematics showing an improvement from "Red" to "Orange," and English Learner Progress marked as "Green."

Notably, the English Learner subgroup within the district demonstrated continued growth. Out of 207 identified English Language Learners, 50.2% are now making progress toward English Language Proficiency, marking a 6.3% increase from 2022.

Attendance, both overall attendance and Chronic Absenteeism, improved significantly.

CHALLENGES:
Suspension Rate: On the California School Dashboard, the district's suspension rating for ALL students, Socioeconomically Disadvantaged, and Hispanic subgroups was categorized as "RED." There was a notable increase in the suspension rate, rising by 2.2% from 2.9% in 2022 to 5.1% in 2023. Despite this increase, it's important to note that the district's suspension rate remains lower than both state and county averages. Woodville has addressed these areas with Action 2.7 (behavioral and suspension interventions) and Action 3.5 (Crisis professional Development/ SEL and mental health) as well as Action 2.4 (PBIS).

Local data indicates only 36% of students are reading at grade level. We continue to work on this with RtI and MTSS actions, focused on reading skills.

Looking ahead, the district's leadership team remains committed to analyzing various data measures, including the California Dashboards, mandated LCAP metrics, and local indicators, to further enhance student achievement.

Reflections: Technical Assistance

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

NOT APPLICABLE

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

NOT APPLICABLE

Support for Identified Schools

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

NOT APPLICABLE

Monitoring and Evaluating Effectiveness

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

NOT APPLICABLE

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Administrator and Principal	Participation in LCAP training sessions at TCOE, including LCAP University sessions and the annual TCOE meeting. The LCAP timeline outlines a structured approach to engagement, including student forums, design team meetings, advisory committee sessions, and board hearings during the spring of 2024. Throughout the process, the Woodville USD administration emphasizes the importance of involving educational partners in LCAP development, implementation, and review. Educational partners are provided with comprehensive data spanning five years, including attendance rates, academic performance metrics from CAASPP/SBAC, demographic information, suspension rates, and ELPAC results. This data facilitates informed participation in surveys and discussions, ensuring that the LCAP reflects the needs and aspirations of the entire Woodville community.
Teachers	Site administrators, teachers, and representatives from the Woodville Teachers Association (WTA) and CSEA actively contribute through site presentations and surveys during the Spring of 2024. The LCAP timeline outlines a structured approach to engagement, including design team meetings, advisory committee sessions, and board hearings. Engagement efforts primarily occurred during the Spring of 2024 but feedback received throughout the year was considered in the development and update of the LCAP.
Parents	Parent advisory committees, including LCAP Parent Advisory Committee (PAC), School Site Council (SSC), and ELAC meetings, facilitate in-person discussions and surveys. A majority of SSC

Educational Partner(s)	Process for Engagement
	members represent unduplicated pupil parents. Engagement efforts primarily occurred during the Spring of 2024 but feedback received throughout the year was considered in the development and update of the LCAP. Our ELAC/DELAC met on 1/29/2024 to provide LCAP input and the superintendent was present at meetings and responded to their questions in writing. The PAC/ DAC group, with representatives from all unduplicated student groups, met on 12/14/2023 to provide input on the LCAP and again, the superintendent was present at the meeting and responded to their questions in writing.
Students	Surveys are conducted directly with students to gather their perspectives. The LCAP timeline outlines a structured approach to engagement, including student forums. Engagement efforts primarily occurred during the Spring of 2024, but feedback received throughout the year was considered in the development and update of the LCAP. The Student Advisory Group met on 12/14/2023 to provide input on the LCAP, and the superintendent responded in writing.
Other School Personnel	Classified staff and representatives from CSEA engage in LCFF awareness presentations at the site level. In-person presentations are conducted to gather feedback from district staff through surveys. The LCAP timeline outlines a structured approach to engagement, including design team meetings and advisory committee sessions. Engagement efforts primarily occurred during the Spring of 2024, but feedback received throughout the year was considered in the development and update of the LCAP.
Local Bargaining Units	Site administrators, teachers, and representatives from the Woodville Teachers Association (WTA) and CSEA actively contribute through site presentations and surveys during the Spring of 2024. Consultation with the unions occurred on: WTA: 4/18/2024 CSEA: 4/16/2024

Educational Partner(s)	Process for Engagement
SELPA	Consultation with the SELPA regarding Woodlake's LCAP occurred on 3/22/2024 Attendance at TCOE Director of Special Education (DOSE) meetings ensures consultation and collaboration regarding special education considerations. Engagement efforts primarily occurred during the Spring of 2024, but feedback received throughout the year was considered in the development and update of the LCAP.
Community	Utilization of school apps, websites, and community news platforms for dissemination of information regarding LCAP activities. The LCAP timeline outlines a structured approach to engagement, including board hearings.

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

The Woodville Union School District has devised a comprehensive plan to actively engage all educational partners in the development of the WUSD Local Control and Accountability Plan (LCAP), as noted above. These engagements encompass a range of educational partners and activities. We firmly believe in the collaborative process of developing our Local Control Accountability Plan (LCAP). We understand the vital role that educational partners play in shaping our educational priorities and initiatives. Through a series of educational partner meetings, surveys, and community forums, we actively sought feedback from a diverse range of educational partners, including teachers, administrators, parents, students, community members, and local organizations.

EDUCATIONAL PARTNERS LCAP FEEDBACK:
The feedback provided by our educational partners was instrumental in shaping the goals and strategies outlined in our adopted LCAP. For instance, input from...

Teachers and administrators highlighted the need for increased professional development opportunities focused on differentiated instruction and inclusive practices to meet the diverse needs of our student population.

Parent and community input emphasized the importance of expanding family engagement initiatives to foster stronger partnerships between schools and families, ultimately supporting student success.

Students themselves informed our efforts to enhance social-emotional learning supports and promote a positive school climate conducive to academic achievement and overall well-being.

Local organizations' input underscored the significance of providing equitable access to resources and opportunities for all students, particularly those from underserved communities.

SELPA- Consultation about the additional needs of special education students resulted in an additional action for goal one, including supplemental services for students with disabilities.

Bargaining Units- Continue support with staff development and reduced class sizes.

DELAC- Maintain support for English Learners to continue their growth

PAC- Maintain engagement activities and lower class sizes. Continue the after-school program.

In response to this valuable feedback, our LCAP prioritizes investments in targeted professional development, family engagement programs, social-emotional learning initiatives, and equitable resource allocation strategies. By incorporating the perspectives and insights of our educational partners, we have developed a comprehensive plan that reflects our shared commitment to educational excellence, equity, and student success at Woodville Union School District. Moving forward, we remain dedicated to ongoing collaboration and dialogue with our educational partners to ensure the continued refinement and implementation of our LCAP to best serve the needs of our students and community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STUDENT ACHIEVEMENT: The district is dedicated to implementing a guaranteed and viable curriculum, ensuring a sustainable and high-quality education system that elevates academic achievement for every student, without exception.	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)

An explanation of why the LEA has developed this goal.

The Woodville Union School District remains resolutely committed to advancing student achievement by implementing a guaranteed and viable curriculum, a central element of our Local Control Accountability Plan (LCAP). This strategic initiative underscores our dedication to delivering a high-quality and sustainable education system designed to elevate academic performance across all student groups. Our commitment to this goal is grounded in the belief that every student deserves an educational experience tailored to their individual needs and aimed at preparing them for success in an ever-changing world. By focusing on a curriculum that is both comprehensive and adaptable, we strive to ensure that all students acquire the knowledge and skills necessary to excel both inside and outside the classroom.

Language Arts:
Recent data reveals that all student groups have demonstrated meaningful progress in Language Arts, with an average increase of 12.5 scaled score points. This improvement brings the average Distance from Standard to -57.8, placing performance in the "Yellow" range on the Dashboard. All subgroups also showed growth, with increases ranging from 9.6 to 12.5 points. The Students With Disabilities group saw a notable increase of 14.4 points, resulting in an average Distance from Standard of -143.3. However, due to the small size of this subgroup, it does not qualify for a Dashboard color indicator.

Mathematics:
In Mathematics, all student groups made a slight improvement, with an average increase of 1.6 points, leading to an average Distance from Standard of -89.8, and placing performance in the "Orange" range on the Dashboard. All subgroups maintained performance within the Orange range, with score changes varying from a decrease of -2.4 points to an increase of +1.5 points Distance from Standard. The Students With Disabilities group experienced a decrease of 2.9 points, ending with an average Distance from Standard of -168.4, but, similar to Language Arts, this subgroup is too small for a Dashboard color indicator.

English Language Proficiency Indicator (ELPI):

Significant progress is evident in English Language Proficiency, with 50.2% of our English Learner students advancing by one ELPI level, reflecting satisfactory progress toward English fluency. This represents a 6.3% increase and places the ELPI indicator in the "Green" performance range on the Dashboard.

These results highlight the effectiveness of our curriculum and instructional strategies, reaffirming our commitment to providing an educational environment where excellence is the standard and every student is empowered to reach their full potential. Our focus remains on fostering a robust educational framework that supports academic growth and prepares our students for future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA % of student at grade level or above. CAASPP/Smarter Balanced Assessment Consortium (SBAC) https://caaspp-elpac.ets.org/caaspp/	All Students: 26.85% English Learners: 19.87% Hispanic: 26.78% SED: 26.32% SWD: 0.0% 2022-2023			All Students: 50% English Learners: 40% Hispanic: 50% SED: 50% SWD: 10%	
1.2	ELA Average Scale Score- Distance from Standard CAASPP/Smarter Balanced Assessment Consortium (SBAC): English Language Arts/Literacy California School Dashboard	All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points SWD: -143.3 Points December 2023 Dashboard			All Students: - 45 Points English Learners: - 45 Points Hispanic: -45 Points SED: -45 Points SWD: - 120 Points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Math % of student at grade level or above. CAASPP/Smarter Balanced Assessment Consortium (SBAC): English Language Arts/Literacy https://caaspp-elpac.ets.org/caaspp/	All Students: 19.06% English Learners: 12.18% Hispanic: 18.90% SED: 19.74% SWD: 0.0%			All Students 45% English Learners: 30% Hispanic: 45% SED: 45% SWD: 10%	
1.4	Math Average Scale Score- Distance from Standard CAASPP/Smarter Balanced Assessment Consortium (SBAC) California School Dashboard	All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points December 2023 Dashboard			All Students: -75 Points English Learners: -80 Points Hispanic: - 75 Points SED: - 75 Points SWD: -155 Points	
1.5	California Science Test (CAST): % meeting or exceeding standards (Grades 5 and 8 only) https://caaspp-elpac.ets.org/caaspp/	All Students: 12.04% English Learners: 4.17% Hispanic: 12.20% SED: 14.29% SWD: "Data suppressed to protect student privacy - less than 11 students". 2022-2023			All Students 30% English Learners: 20% Hispanic: 30% SED: 30% SWD: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Learner Proficiency Indicator % of students making progress towards fluency California School Dashboard	50.2% of English Learner Students making progress towards fluency December 2023 Dashboard			Maintain 50% of English Learner Students	
1.7	English Learner Reclassification Rate % of English Learners designated as "Fluent" in a school year. CALPADS Report	15% of EL Students were reclassified, 34 out of 222. 2023-2024 Data			35% of EL Students will be reclassified annually	
1.8	Literacy Development: % of students reading at or above grade level Literacy Footprints and STAR Reading	2023-2024 Local Reading Data: Reading on Grade Level Grades K-8: 64% Not Reading on Grade Level. 36% Reading on Grade level.			Grades K-8: 80%	
1.9	% of students with access to standards-aligned instructional materials in core subjects, including unduplicated and students with disabilities.	100% of students 2023-2024			Maintain 100%	
1.10	Implementation of state academic content and performance standards,	"Standard Met"			Maintain "Standard Met"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	including ELD for all students including unduplicated students and students with disabilities. California School Dashboard	2023 California School Dashboard				
1.11	Student Access to a Broad Course of Study Review of Master Schedule and student schedules	2023-2024 100% of students, including EL, had access to a Broad Course of study			Maintain 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Materials	Providing Access to State-Adopted CCSS supplemental Instructional Materials - Securing additional instructional materials/ tools for the latest curriculum updates in areas such as English Language Arts, Mathematics, NGSS, Social Science, and ELD; substituting lost or damaged Supplemental materials to enhance access to state standards for Low-income, English Learners, and Foster Youth. Services include, but are not limited to: 1. Sustaining site instructional budget allocations for necessary supplemental materials and supplies. 2. Continue to allocate extra funds for expanding classroom library collections to support reading and literacy. 3. Acquiring additional supplemental instructional materials/ tools that comply with California Standards and the Next Generation Science Standards. 4. Providing annual SBAC Digital Student Score Reports.	$15,000.00	Yes
1.2	Professional Learning Opportunities (PLO)	Offer professional development aimed at achieving mastery in Common Core State Standards content for teachers specializing in ELA and Mathematics, alongside the newly adopted Social Science Framework, Science, and the development of rigorous lessons. This training will be available to all TK-8th grade educators, enhancing their skills in educational strategies and assessment. The professional learning objectives are designed to cater to the needs of all students, with a particular focus on Low-income students, English learners, and foster youth. The professional development (PD) sessions will align with the district's goals of elevating student achievement and narrowing the educational disparities.	$89,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Services include, but are not limited to: 1. Utilizing Tulare County Offices of Education (TCOE) Service Plans for professional development in ELA, Mathematics, and Science. 2. Engaging DataWorks consulting services for expertise in Language Acquisition Development, funded through Title I supplemental funds. 3. Implementing Instructional Rounds Training to enhance teaching practices. 4. Providing necessary Materials and Supplies for effective learning and teaching. 5. Planning to add two additional In-Service Days for professional training to the Instructional Calendar, per negotiations with WTA. 6. Offering professional learning opportunities to Classified Staff, including Instructional Aides (IA), in common core standards, instructional strategies/best practices, and student support services to aid classroom teaching. This will be supported by Title I supplemental funds.		
1.3	English Learner Language Acquisition Needs	Maintain support for students learning English through Designated and Strategic ELD (English Language Development) programs for both English Learners and Long Term English Learners as well. Services include, but are not limited to: 1. Providing training and support from TCOE to enhance the performance of English Learners on the ELPAC Assessment. 2. Utilizing contract services with DataWorks. 3. Offering TCOE ELPAC Training for Instructional Aides to assist with the administration of the annual assessment. 4. Allocating additional hours for Classified Support Staff for the ELPAC State Assessment's administration. 5. Increasing support in the classroom by adding Instructional Aides (classified staff) with salaries and benefits funded by TITLE I Funds. Introducing an EL Resource position (60% FTE) funded by Title III Funds to aid with ELPAC and assessments for English Learners. 6. Conducting English workshops for all identified English Learners. 7. Creating data tracking and analysis frameworks to guide decision-making.	$350,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
		8. Training staff in English Learner processes, procedures, and best practices. 9. Acquiring supplemental curriculum and materials for identified English Learners. 10. Provide ELPAC Practice materials.		
1.4	Increased Instructional Minutes	Continue the increased instructional minutes that were put in place to provide more time for interventions and English Language Development. Extends staff duties to provide additional instructional minutes initiated in the 2013-2014 academic year to lengthen the school day, thereby improving or augmenting access to educational standards for our Low-income, English Learner, and Foster Youth students.	$161,285.00	Yes
1.5	Literacy Development	Continue to enhance the reading proficiency of low-income and EL (English Learner) and SED students by implementing Guided Reading strategies. Introduce a Literacy Coach/Reading Specialist to provide continuous training and coaching for teachers. This support focuses on evidence-based practices to increase the chances for English learners and low-income students to engage in and benefit from a balanced literacy environment. The Literacy Coach/Reading Specialist will promote the application of Universal Design for Learning strategies, aiming to improve educational access for students facing additional challenges, such as those who are low-income, English learners, homeless, and foster youth. Services include, but are not limited to: 1. Guided Reading Workshops: Conduct regular, interactive workshops for teachers on guided reading strategies, emphasizing differentiation and scaffolding to meet the diverse needs of low-income and EL students. These workshops can be led by the Literacy Coach/Reading Specialist and include hands-on practice sessions. 2. Peer Observations and Collaborative Planning: Facilitate opportunities for teachers to observe each other's guided reading sessions and engage	$166,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in collaborative planning. This peer observation can foster a culture of continuous improvement and shared best practices. 3. Customized Literacy Plans: Work with the Literacy Coach/Reading Specialist to develop customized literacy plans for low-income and EL students, incorporating guided reading strategies tailored to individual student needs and leveraging assessments to track progress. 4. Professional Learning Communities (PLCs): Establish PLCs focused on literacy development, where teachers can share resources, discuss challenges, and strategize on implementing guided reading more effectively. The Literacy Coach/Reading Specialist can guide these communities, focusing discussions on evidence-based practices. 5. Universal Design for Learning (UDL) Training: Provide training sessions on UDL principles, teaching teachers how to create inclusive literacy environments that accommodate the diverse needs and learning styles of all students. Emphasize practical applications in guided reading sessions. 6. Parent Engagement Programs: Organize workshops and resources for parents of low-income and EL students, offering strategies to support their children's reading at home. This could include simple guided reading techniques, creating a conducive reading environment, and understanding the importance of literacy. 7. Technology Integration: Leverage technology to enhance guided reading practices, such as using apps for personalized reading experiences or software that tracks reading progress. Ensure that technology use aligns with UDL principles to support diverse learners. 8. Culturally Responsive Materials: Curate a diverse collection of reading materials that reflect the cultural backgrounds and interests of low-income and EL students. This inclusivity can increase engagement and foster a deeper connection to reading. 9. Mentorship Programs: Pair experienced teachers with those new to guided reading or working with low-income and EL populations. The Literacy Coach/Reading Specialist can facilitate these mentorships, providing an additional layer of support and professional growth. 10. Ongoing Assessment and Feedback: Implement regular assessments to monitor student progress in reading. Use this data to adjust instructional strategies and provide targeted interventions. The Literacy Coach/Reading Specialist can help analyze data and recommend actions. 11. Acquiring high-interest books for the school library.		

Action #	Title	Description	Total Funds	Contributing
		12. Implementing the Renaissance STAR Reading Program / Freckle for grades 4-8 to support differentiated learning. By focusing on these strategies, schools can enhance the reading proficiency of low-income and EL students, creating a more equitable and effective literacy environment.		
1.6	Instructional and Operational Technology Needs	Ensure unduplicated students have access to both instructional and operational technology. Sustain and enhance technology systems to provide students and staff with reliable technology that supports the District's objectives. Services include, but are not limited to: 1. Technology Access Audit: Conduct regular assessments to identify gaps in technology access among students and staff, focusing on both instructional and operational needs. 2. 1:1 Device Program: Implement or expand a program that ensures every student has access to a personal computing device, such as a hotspot, laptop, or tablet, for use at school and home. 3. High-Speed Internet Initiatives: Partner with local governments, businesses, and internet service providers to ensure all students have high-speed internet access at home, especially in underserved areas. 4. Professional Development: Offer ongoing training for teachers and staff on integrating technology into the curriculum and enhancing digital literacy skills, ensuring they can effectively use instructional and operational technology. 5. Tech Support Teams: Establish dedicated tech support teams for students and staff to address technical issues promptly, ensuring minimal disruption to learning and administrative tasks. Provide a classified support staff for tech support. 6. Technology Upgrade Plan: Develop a multi-year plan for upgrading hardware, software, and network infrastructure to keep pace with technological advancements and educational needs.	$461,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7. Digital Resource Library: Create or expand a digital library of educational resources, including e-books, subscription-based services, and educational apps, accessible to students and teachers. 8. Parent and Community Training: Offer workshops for parents and community members on digital literacy and how to support students' use of technology for learning, promoting a community-wide approach to digital access. 9. Flexible Learning Environments: Equip classrooms with adaptive technologies and flexible learning tools that cater to a variety of learning styles and needs, including assistive technologies for students with disabilities. 10. Feedback Mechanism: Implement a system for regularly gathering feedback from students, teachers, and staff on technology needs and challenges, ensuring the technology strategy remains responsive to the community it serves. 11. Cybersecurity Measures: Strengthen cybersecurity protocols and provide training to protect the privacy and safety of students and staff online, ensuring a secure digital environment. 12. Sustainability Practices: Incorporate eco-friendly practices in the procurement, usage, and disposal of technology, promoting sustainability in the district's technology initiatives.		
1.7	Increase Co-Curricular offerings and specialized programs	To broaden the course of study access for unduplicated TK-8 grade students, the District will implement a variety of initiatives. These initiatives aim to enhance engagement and ensure equitable access to performing arts and Visual and Performing Arts (VAPA) programs. Here are several ideas and programs to consider: Services include, but are not limited to: 1. STEM - Establishing a new Science Lab with necessary materials and supplies. 2. Performing Arts/Art - Providing materials and supplies for artistic endeavors. 3. Robotics Programming and Coding - Offering materials and supplies for robotics and coding projects.	$459,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Digital Video Production - Supplying materials and supplies for video production activities. 5. Journalism/School Newspaper - Providing materials and supplies for journalism and school newspaper production. 6. Yearbook Production and Photography - Offering materials and supplies for yearbook and photography projects. 7. Computers - Providing materials and supplies for computer-based learning. 8. Music/Band - Funding a full-time equivalent (FTE) certificated position, competition fees, and materials and supplies. 9. PE Teacher/Athletic Director - Funding a full-time equivalent (FTE) certificated position, including an Athletic Director stipend. 10. ASB/Leadership Class - Supplying materials and supplies for student body leadership activities. 11. Spanish 1A/Spanish 1B - Providing materials and supplies for Spanish language classes. 12. AVID Program - Offering materials and supplies for the AVID college readiness program. 13. TCOE Competitions - Covering expenses for materials, supplies, travel, conference participation, and staff stipends. 14. Advanced Course Offerings - Providing materials and supplies for advanced academic courses.		
1.8	School Site Administrative Services	Support staff to oversee the specialized programs targeted at unduplicated students needs. Assign a site administrator dedicated to enhancing student services, promoting teacher development, conducting teacher evaluations and coaching, and facilitating teacher collaboration. This individual will aim to bridge the educational divide for unduplicated students (LI, EL, Foster Youth, and Homeless) by gathering achievement data and employing data-informed strategies to answer the four pivotal questions of a Professional Learning Community (PLC): "What do we want all students to learn? How will we know when they have learned it? What will we do if they haven't learned it? How will we enrich the learning for students who have already mastered the content?".	$210,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Services include, but are not limited to: 1. Implementing creative changes in teaching methods to enhance classroom instruction. 2. Assisting students with academic and social transitions. 3. Strengthening the connection between families and the school, including involvement in school events. 4. Optimizing the utilization of community resources for educational support. 5. Addressing crisis support and prevention measures. 6. Enhancing partnerships with external providers of mental health and behavioral services.		
1.9	Grade Span Adjustment (GSR)	Lower class sizes in grades TK-3, focusing particularly on the school with the highest concentration of target student groups. Efforts will be primarily aimed at serving Low-Income (LI), English learners (EL), and Foster Youth/Homeless students to achieve a 24:1 student-to-teacher ratio. The unduplicated student groups targeted by these efforts are among those who perform lowest on state and local assessments.	$375,884.00	Yes
1.10	Special Education	Special education students who are dually identified as part of the unduplicated count are performing below their peers. To address this, the district plans to improve services for students with Individual Education Plans (IEPs), focusing on those who are Low-Income (LI), English Learners (EL), and Foster Youth (FY), or who qualify for special education programs/services in other ways. The source of funding for these enhancements is yet to be determined. Services include, but are not limited to: 1. WUSD will allocate Supplemental funds (Title 1) towards the introduction of new initiatives aimed at supporting special education students in elementary schools, aiming to narrow the achievement gap.	$15,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Provide Professional Learning Opportunities (PLO) for staff to deepen their understanding of the Individuals with Disabilities Education Act (IDEA), available program services, and effective strategies for supporting students with disabilities (SWD). 3. Invest in additional materials, supplies, and digital resources to support the learning needs of SWD. 4. Assign one certified staff member to extend the learning year for SWD, covering both salary and benefits.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CLOSE ACHIEVEMENT AND OPPORTUNITY GAP: The district is committed to implementing a multi-tiered system of support (MTSS) to reduce the disparities in achievement and provide valuable opportunities that will increase success and promote more all-round positive outcomes for ALL students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In alignment with our Local Control Accountability Plan (LCAP), the Woodville Union School District has embraced the goal of closing the achievement and opportunity gaps as a cornerstone of our mission to foster an equitable educational environment for all students. Recognizing that disparities in achievement and access to educational opportunities undermine the foundation of our community and the potential of our students, we are committed to implementing a multi-tiered system of support (MTSS). This approach is designed to proactively identify and address the diverse needs of students through a comprehensive framework that includes academic, behavioral, and social-emotional support. The adoption of this goal is driven by our understanding that equity in education is not just about providing equal opportunities; it's about ensuring every student receives the personalized support they need to succeed and thrive. By committing to this multi-faceted approach, we aim to dismantle barriers to success and create a more inclusive, supportive, and empowering educational landscape for every student, affirming our belief that all students, regardless of their background or circumstances, have the right to achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	94.8% Attendance 2023-2024 School Year			97% Attendance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Overall rate of student attendance for the year. CALPADS P2 Report					
2.2	Chronic Absenteeism % of students absent 18 days or more in a school year. California School Dashboard	All Students: 10.3% EL Students: 6.4% Hispanic Students: 9.9% SED: 10.4% SWD: 16.7% December 2023 Dashboard			5% All Students 4% EL Students 5% Hispanic Students 6% SED Students 9% SWD	
2.3	Suspension Rate % of students suspended at least one day that school year. California School Dashboard	All Students: 5.1% EL students: 4.4% Hispanic: 4.9% SED: 5.4% SWD: 12.5% December 2023 Dashboard			3%- All Students 3% EL Students 3% Hispanic Students 3% SED Students 5% SWD	
2.4	Expulsion Rate CALPADS Report	0% 2023-2024			Maintain 0%	
2.5	Middle school dropout rate CALPADS Report	0% 2023-2024			Maintain 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Access to a Broad Course of Study % of students with access Analysis of student schedules and school master schedule.	100% of Students 2023-2024			Maintain 100%	
2.7	Extra and Co-Curricular Activities % of students enrolled in an extra or co-curricular activity Analysis of sign-in sheets, schedules, and rosters	100% of students 2023-2024			Maintain 100%	
2.8	Percent of Staff Trained in Positive Behavior Intervention and Support (PBIS)	17 of 22 are trained in PBIS 2023-2024			100% of staff	
2.9	All teachers are appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned. 82% Fully Credential Teachers: 18 PIPS/STPS: 4 2023-2024 -			All teachers will be appropriately assigned. All teachers will be fully credentialed.	
2.10	Parent Feeling of Engagement/Connectedness	94% of parents agree or strongly agree they feel			95% of parents will feel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Annual Survey	engaged and connected to the school.			engaged/connected to the school.	
2.11	Staff Feeling of Engagement/ Connectedness. Annual Survey	87% of staff agree or strongly agree they feel engaged and connected to the school.			90% of staff will feel engaged/connected to the school.	
2.12	Student feeling of engagement and climate. CHKS survey grades 5 and 7 only	1. SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school. 2. SCHOOL CLIMATE: Over 90% of students reported the school is Fair. 2023-2024				
2.13	Provide Parent Meetings and Trainings Including involvement of unduplicated (EL, FY, SED) parents and parents of Students with Disabilities (SWD)	2023-24 3 parent trainings and 3 informational meetings provided during the school year			Maintain at three (3) parent training and three (3) informational meetings including special need parents and parents of unduplicated pupils.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tier System of Support (MTSS)	Provide targeted Interventions for Unduplicated students social, behavioral, and academic needs. Tiered support is a strategy for assisting students in achieving their academic objectives. It focuses on the individual needs of students, employing varied instructional methods to cater to these needs. The following resources offer further insight into different methods of implementing tiered support. We deliver multi-level support services tailored to the distinct requirements of English Learners, including Migrant, Low-Income, and Foster Youth. To improve assistance for English Learners, we will introduce extra push-in services into content courses to overcome language barriers in learning. DIFFERENTIATED INSTRUCTION MODULES:	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Differentiated Instruction: Maximizing the Learning of All Students: Focus on the importance of differentiating three aspects of instruction: Content, process (instructional methods), and product (assessment). It also explores the student traits, readiness level, interest, and learning profile that influence learning. *Differentiated Professional Development for teachers. UNIVERSAL LEARNING DESIGN (UDL): Creating a Learning Environment that Challenges and Engages All Students: Focus on three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments). * UDL professional development for teachers. RESPONSE TO INTERVENTION: Provide Response to Intervention (RTI) training and support on processes and procedures. This action is designed to increase the Capacity of staff to better identify and serve those struggling in reading and math and provide supplemental curriculum and materials as needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs of English learners, as well as additional risk factors faced by low-socioeconomic, Homeless, and Foster Youth, are used to support RTI programming and services. This specific action/service is principally directed towards and is effective in increasing and improving outcomes for low-income English Learners and Foster and Homeless Youth. Services include, but are not limited to: 1. Provide enrichment for mid-day intervention. 2. Provide professional development on the effective use of RtI for staff. 3. Provided professional development community (PLC) to promote a culture of collaboration amongst teachers. 4. Materials and supplies for RtI deployments. State assessments show that the performance of Low-income and English Learner students is below that of the general student population. To address this gap, the district will ensure that fully certified teachers/support staff are available to "push in" to K-5 classes during normal school hours.		

Action #	Title	Description	Total Funds	Contributing
		These teachers/support staff will deliver targeted instruction primarily aimed at supporting English Learners and low-income and Foster Youth students who are not meeting grade-level expectations. Based on WUSD's observations, students from these groups are more likely to face challenges in reaching grade-level standards and advancing toward proficiency.		
2.2	Response to Intervention (RtI)/ Learning Loss Mitigation	To support unduplicated student academic success and address learning setbacks due to COVID-19 school closures, implement strategies that include: Services include, but are not limited to: Targeted Tutoring Programs: Offer personalized tutoring sessions that focus on key subjects where students have shown the greatest learning loss. These programs can be conducted in person or virtually to accommodate various learning environments. Extended Learning Time: Increase instructional time through before-school, after-school, and weekend programs, as well as summer learning opportunities. These extended periods can help students catch up on missed content and skills. Enhanced Technology Access: Ensure that all students have access to the necessary technology and internet connectivity for remote learning. This includes providing laptops, tablets, and Wi-Fi hotspots to students who lack these resources at home. Professional Development for Teachers: Equip educators with the skills and tools needed to address learning gaps and deliver high-quality instruction, both in-person and online. Focus on strategies for differentiated instruction and engagement to meet the diverse needs of students. Social-Emotional Support Services: Recognize and address the social-emotional needs of students, which may have been exacerbated by the	$663,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pandemic. This could include counseling services, mental health support, and programs designed to build resilience and coping skills. Assessment and Monitoring: Regularly assess student progress using both formal and informal assessments to identify areas of need and adjust instruction accordingly. Monitoring should be ongoing to ensure interventions are effective and to make adjustments as needed. Curriculum Adjustments: Review and adjust the curriculum to focus on core concepts and skills that are essential for grade-level proficiency. Prioritize content that builds a strong foundation for future learning while integrating recovery learning into the regular school curriculum. By implementing these strategies, schools can provide direct support to students affected by COVID-19 school closures, helping them achieve academic success and mitigate learning loss.		
2.3	Social Emotional Learning (SEL)	Provide additional materials and tools to support SEL program, including Class Dojo materials/ supplies. . This pays for ClassDojo Materials/Supplies	$1,000.00	Yes
2.4	Positive Behavior Intervention and Supports (PBIS)	In Woodville USD, Positive Behavior Intervention and Supports (PBIS) are being implemented across both comprehensive and alternative education settings for grades TK-8. The expected benefits of adopting the PBIS framework include the creation of a positive school environment, enhanced campus safety, improved school attendance and academic performance, reduction in behaviors that hinder learning, and clear definition, modeling, teaching, and reinforcement of behavioral expectations. Additionally, PBIS aims to set up various levels of support to address the behavioral and social-emotional needs of students. Services will primarily focus on supporting Low-Income (LI), English Learners (EL), Foster Youth (FY), and Homeless students.	$6,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Services include, but are not limited to: 1. Tulare County Office of Education (TCOE) Service Plan 2. Student Incentives/Student Store 3. Breakfast or lunch with the principal 4. Name on the announcements and/or "wall of fame" 5. School Spirit items 6. Special field trips. 7. Classroom freebies 8. $5 fast food gift card 9. PBIS program implementation 10. Conference attendance for administration and workshop teachers/staff 11. TRIBE awards, certificates, trophies 12. TRIBE Character program lesson planning and curriculum development		
2.5	Student Engagement	Career Technical Education (CTE) Exposure - All students from TK-8 will have the chance to engage in at least one fully funded educational field trip focused on College and Career Readiness (CCR) standards. Services include, but are not limited to: 1. Organizing field trips for different grade levels, covering vendor fees. 2. Covering the costs of transportation. 3. Acquiring vehicles if needed. 4. Implementing the SCICON program through a contract with TCOE for 5th and 6th graders. 5. Offering additional specialized programs and activities for Special Education students. 6. Hosting an Academic Awards Night, including materials and supplies. 7. Inviting motivational guest speakers from various career fields. 8. Providing materials and supplies for clubs. 9. Organizing visits to college and university campuses. 10. Arranging a Career Day, including materials, supplies, and presenter fees. 11. Holding spirit rallies and recognition assemblies with necessary materials and supplies.	$32,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		12. Undertaking a Campus Beautification Project with required materials and supplies. 13. Organizing TK/Kinder Signing Day, along with recruitment materials, supplies, and staffing. 14. Planning eighth-grade graduation ceremonies and activities, including materials and supplies. 15. Student Council and Governance: Support student council initiatives and provide students with governance roles in their school, empowering them to make decisions.		
2.6	Attendance Supports	Woodville USD is presently rated as "Yellow" for chronic absenteeism on the California School Dashboard. The District emphasizes the importance of delivering quality education and recognizes that regular school attendance is crucial for a student's academic achievement. Services include, but are not limited to: 1. Addressing Chronic Absenteeism by offering SARB Coordination (Service Contract), informing parents about state laws related to school attendance, and organizing SARB hearings. 2. Parent Liaison or Advocate: Employ a parent liaison or advocate to work directly with families to understand their needs and challenges. This role can bridge the gap between home and school, providing resources and support to improve attendance. 3. Implementing attendance incentives to encourage daily participation from students. 4. Organizing end-of-trimester incentive excursions to support and reward perfect attendance. 5. Continuing the development and application of the Truancy Intervention Plan (T.I.P.) program. 6. Awarding students with rewards and holding ceremonies to celebrate perfect attendance. 7. Facilitating teacher workshops and monthly discussions on truancy in grade-level and PLC meetings. 8. Offering a Saturday School Program that includes materials for staff, supplies, and meal services.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Behavioral Supports and suspension interventions	Woodville USD is presently rated as "RED" for suspension rate on the California School Dashboard for all students, Low Income and Hispanic. Suspension rates among Socioeconomically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students exceed those of the broader student population. The ongoing issue of student suspensions is linked to several adverse outcomes, including diminished academic performance and an increase in failure rates. By developing an action plan that aligns with strategic objectives and employing rigorous, targeted progress tracking, the district can decrease disciplinary incidents and ensure more students remain engaged in learning. To achieve this, the district should take four critical steps: analyze historical data, implement the 80 percent rule (aiming for 80% or more of student behaviors to be positive), establish strategic objectives, and create a detailed action plan. 90 % of our students are Hispanic Services include, but are not limited to: 1. Training staff in alternative disciplinary/other means of correction strategies. 2. Providing materials and supplies for PBIS, Time to Teach, and REFOCUS programs. 3. Offering digital/remote learning options for students who are suspended. 4. Equipping staff with resources for in-school suspension, including materials, supplies, and a designated transition room. 5. Compensating staff for overseeing after-school detention or Saturday school sessions. Addresses the RED indicator on the California Dashboard for Woodville in the area of suspension rate. (all students, SED, and Hispanic)	$12,000.00	Yes
2.8	Extra and Co-Curricular Activities	Students at Woodville Elementary School, particularly those classified as unduplicated, experience limited interaction with communities beyond Woodville and have fewer chances to engage in diverse visual and performing arts as well as sports programs. Such conditions impact the	$235,779.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school's culture and atmosphere. Recognizing this, the district is committed to expanding the range of opportunities available to all unduplicated students, allowing them to partake in: Services include, but are not limited to: 1. Extended Day Sports Programs through the collaboration with the Sheriff's TCOE Shared PAL Program. 2. An assortment of Visual and Performing Arts programs: drama, fine arts, music, art exhibitions, and sports events. 3. Ongoing updates and enhancements to athletic fields. 4. Updating and replacing outdated sports uniforms. 5. Entry fees for sports tournaments. 6. Mid-day intramural sports activities, including coaching stipends and the provision of materials and supplies. 7. Participation in TCOE student competitions and activities: transportation costs, staff remunerations, and necessary materials.		
2.9	Parent, Community, and outside agency relationships	Involve parents and caregivers actively in their children's education by offering resources and training to facilitate learning support at home. Ensure communication is regular and available in various languages to include all members of the community. Boost parental involvement through educational and training programs, providing support resources, and including them in decision-making processes that affect Low-income students, English Learners, and Foster Youth. Services include, but are not limited to: 1. Offering Parent Education Courses, such as the Parent Institute for Quality Education (PIQE), No Parents Left Behind (NPLB), Parent University, and Parent Literacy programs. 2. Organizing Parent Nights with events like Father and Daughter Dance, Grandparent Night, Family Puzzle Night, Mother's Day Event, Christmas Event, and others. 3. Providing childcare services during parent education sessions and meetings.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Utilizing Parent Communication Tools like Parent Caller, District App, Social Media, materials and supplies for Zoom remote meetings, and installing a new school marquee for updates on parent information. 5. Offering incentives to encourage parent engagement within the school community. 6. Offering translation services to facilitate parent engagement (Interpreters and Lingopal AI translation system). 7. Arranging parent transportation for attending meetings. 8. Provide a community newsletter/newspaper periodically.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ENSURING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT - The district is dedicated to functioning with the utmost efficiency and effectiveness across all operational areas, fostering a safe and nurturing environment for learning. This commitment ensures that every student and staff member can thrive in an atmosphere that prioritizes their safety and well-being, thereby promoting an optimal setting for educational excellence and personal growth.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Within the framework of our Local Control Accountability Plan (LCAP), the Woodville Union School District has embraced the imperative goal of ensuring a safe and supportive learning environment. This objective stems from the profound understanding that the foundation of successful education lies not just in academic rigor but equally in the physical and emotional security of our students and staff. By pledging to operate with unparalleled efficiency and effectiveness across all operational facets, we are committing to creating a sanctuary of learning. This sanctuary is one where safety and well-being are paramount, thereby nurturing an atmosphere where educational pursuits and personal development can flourish unimpeded. The adoption of this goal reflects our holistic approach to education, recognizing that optimal learning occurs only within environments that respect and protect the diverse needs of every individual. It's a commitment to transforming our schools into spaces where everyone, regardless of their role, feels valued, safe, and supported, laying the groundwork for a culture of academic excellence intertwined with personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Facility Inspection Rating FIT Report	Good Repair 2023-2024 Rating			Maintain Facility Inspection Tool (FIT) Rating at "Good Repair"	
3.2	Healthy Kids Survey Annually completed	1. SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of			SUPPORT and ENGAGEMENT: 90% of student will report having a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		connectedness at school. 2. LOW VIOLENCE: Better than 84% of students reported a Low Violence Perpetration, and 63% reported Low Violence Victimization. 3. SCHOOL CLIMATE: Over 90% of students reported the school is Fair. 2023-2024 Student CHKS			high level of connectedness at school. LOW VIOLENCE: 92% of students will report a Low Violence Perpetration, 80% report Low Violence Victimization. SCHOOL CLIMATE: Maintain 93% or better of students will report the school is Fair.	
3.3	Staff Climate Survey Local, Annual survey	95% of Staff agree that school is safe. 2023-2024 School Year			98% of staff will report the they perceive the school as being safe.	
3.4	Parent Climate Survey Local, Annual survey	91% of Parents agree or strongly agree the school is safe. 2023-2024 School Year			90% of parents will report that they perceive school to be safe for their child.	
3.5	Student Climate Survey Local, Annual survey	84.7% of students agree or strongly agree the school is safe. 2023-2024 School Year			95% of students will report that school is safe.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Chronic Absenteeism % of students absent 18 days or more in a school year. California School Dashboard	All Students: 10.3% EL Students: 6.4% Hispanic Students: 9.9% SED: 10.4% SWD: 16.7% December 2023 Dashboard			5% All Students 4% EL Students 5% Hispanic Students 6% SED Students 9% SWD	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Additional Maintenance Costs- Unduplicated Programs	Increase maintenance and facilities services beyond the general daily need for core instruction. This covers the additional wear, tear, parts, and maintenance due to all the additional events and services the campus is being used for as a result of the actions in this LCAP designed to increase opportunities for our unduplicated students.	$360,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ongoing maintenance and repair, restoration, or renovate school property school facilities to ensure quality learning environments for Low-income English Learners and staff.		
3.2	Cleaning and Sanitation	School facilities are cleaned and maintained. Activities Include but are not limited to: 1. Provide (1) additional substitute custodians support staff as needed to maintain, clean, and sanitize learning facilities. 2. Continue to provide PPE supplies as needed to mitigate health risks. 3. Purchased cleaning supplies for MOT. 4. Ongoing training for MOT staff regarding sanitation and cleaning	$5,000.00	Yes
3.3	Safety and Security	Update and upgrade school security systems across the district. Activities Include but are not limited to: 1. Maintain and upgrade safety audio equipment (Walkie-Talkies) 2. Security Cameras 3. Telecommunication System 4. Ongoing Safety Professional Learning Opportunities for readiness in response to the intruder(s) on campus. 5. Secure school perimeter (fencing) 6. Student Drop-off (Parent/Bus drop zone) 7. Safety Signage 8. Install security cameras for ALL the buses 9. School Resource Officer or Campus Supervision Staff 10. Crisis Professional Development: Crisis Prevention, Crisis Response, and ActivNet.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Health and Wellness Support	All staff will be provided with training to promote and improve the overall health and wellness of our LI, EL FY, and Homeless students. Activities include but are not limited to: 1. Provide an additional ten days for nursing services with TCOE to work at the school site with a higher percentage of targeted students. Services will be principally directed toward LI, EL FY, and Homeless students. It is WUSD's experience that LI, EL FY, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students. 2. Offer training for staff on health and safety protocols and education.	$75,661.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,913,496	$259,293

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
46.840%	2.354%	$98,905.75	49.194%

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 Materials **Need:** Action: 1.1 - Instructional Materials CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points	Provides the supplemental materials our Educational Partners noted were needed in the classrooms for integrated ELD instruction across all curriculums. This includes vocabulary development, culturally sensitive and inclusive, and graphic organizer materials as well as supplemental workbooks and practice materials for unduplicated students and their families. In order to most effectively and efficiently implement this action to address the need of	#1.2- ELA CAASPP Scores EL, SED #1.4- Math CAASPP Scores EL, SED #1.6- ELPI

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
	SWD: -168.4 Points CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points SWD: -143.3 Points ELPI 2023-24 50.2% of English Learner Students making progress towards fluency Need: Only half of our EL students are making adequate progress towards English proficiency and SED/EL students- who are the majority of our ALL student group- are significantly below grade level on the CAASPP in Math and ELA. In analyzing the data for these groups, teachers note the need for additional, supplemental materials to better incorporate integrated ELD strategies that will also support the SED students. The most recent state adoptions are at least six years old and no longer aligned with best practices according to the EL Roadmap- for integrated ELD. Most importantly, surveys from parents, staff, and students indicate a high need for additional instructional materials to support ELD and a broad course of study.	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

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
	Extra funds will be allocated to expand classroom library collections, support reading and literacy initiatives, acquire supplemental instructional resources aligned with California Standards and the Next Generation Science Standards, and provide annual SBAC Digital Student Score Reports to assess student progress and inform instruction. **Scope:** LEA-wide		
1.2	**Action:** Professional Learning Opportunities (PLO) **Need:** CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points SWD: -143.3 Points ELPI 2023-24 50.2% of English Learner Students making progress towards fluency	Provides professional development targeted at intervention, instructional strategies, and lesson design that is evidence based to support closing the academic performance gap for unduplicated students. Embedding research-proven professional learning opportunities, including co-planning and in-class coaching with outside consulting groups, is an evidence-based practice that yields the highest results in terms of implementation and effectiveness. By providing these services on campus, the coaches will ensure that all staff have access to continuous, high-quality professional learning. By offering professional development with embedded coaching programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#1.10- Implementation of Academic Standards

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
	Unduplicated pupils in Woodville Union School District have very diverse needs and our instructional staff has noted the need for professional learning opportunities for staff to ensure they are able to structure lessons to insure equitable access to high-quality education. To address this need, the district will implement the following actions: Action: 1.2 - Professional Learning Opportunities (PLO) NEED: Teachers have identified a significant need for high-quality professional development to enhance their skills and better address the diverse needs of unduplicated students and students with special needs. This includes embedded coaching and ongoing training opportunities that are specifically tailored to equip educators with the strategies and tools necessary for effectively supporting these student groups. By investing in comprehensive professional development, teachers can stay current with best practices, collaborate more effectively, and create inclusive learning environments that foster all students' academic and personal growth. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Increased Instructional Minutes **Need:** Action: 1.4 - Increased Instructional Minutes CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points SWD: -143.3 Points To address the identified need to increase daily instructional minutes in the classroom for unduplicated pupils in Woodville Union School District, the following actions will be implemented: Need: In order to incorporate the targeted interventions for Tier II and Tier III in the regular school day for our unduplicated students, additional instructional minutes are needed- which increases our personnel costs. By increasing instructional time across the board, we can better support in delivering	Provides the additional instruction time staff has identified in order to meet the need for increased interventions and additional time in the school day to close the achievement gaps for our unduplicated students between grade level expectations and current performance. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#1.2 and #1.4 SBAC/ CAASPP Results in Math and ELA

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
	high-quality education that meets the unique needs of unduplicated students. This consistency allows for a standardized monitoring system to assess the effectiveness of the extended instructional time and make data-driven adjustments as needed. **Scope:** LEA-wide		
1.5	**Action:** Literacy Development **Need:** Action: 1.5 - Literacy Development To address the identified need to enhance the reading proficiency of low-income and English learner (EL) students in Woodville Union School District, the following actions will be implemented: NEED - Historically, Woodville USD students are reading below grade level. In 2023, TK -8 students are reading 64% below grade level, according to our local assessments (STAR Reading and Literacy Footprints). According to the CA School Dashboard, our EL and LI are falling behind. Parent and Staff survey indicated additional support for a Literacy Coach and Reading Specialist.	Implementing a Literacy Coach and Reading Specialist will help improve grade-level reading proficiency among unduplicated pupils. They will provide training and coaching to teachers to implement evidence-based practices for a balanced literacy environment and promote Universal design for Learning strategies. Additionally, offering more opportunities to access the school library and leveled reader materials during the school day is crucial for enhancing reading skills and fostering a love for learning. Woodville USD has a robust school-wide program using Accelerated Reader (Renaissance) to engage students in both recreational and academic reading. Library materials play a key role in setting student goals, monitoring their reading habits, and tracking their progress. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions	#1.8- LOCAL ASSESSMENTS (Literacy Development): Literacy Footprints (Grades TK-3) and STAR Reading (Grades 4-8)

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	taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.6	**Action:** Instructional and Operational Technology Needs **Need:** Action: 1.6 Instructional and Operational Technology Need: Unduplicated Parents, students, and our staff have identified a critical need for students to have adequate access to technology devices suitable for school work and reliable internet access. Many families of SED and EL students primarily rely on mobile devices, which are often inadequate for running current educational applications and completing school assignments. These families are less likely to have access to laptops or tablets that can support the necessary software and resources for effective learning. Addressing this need is essential to ensure all students can participate fully in their education, particularly those from underrepresented and disadvantaged backgrounds. **Scope:** LEA-wide	Provides students with access to school-appropriate technology devices and reliable internet ensures equity across our educational system. This initiative implemented LEA-wide, is designed to meet the critical needs of all students but is especially focused on supporting our English Learners and SED students. These groups are most likely to benefit from increased access to technology, which is essential for their academic success. By addressing this need, we can help bridge the digital divide and create a more inclusive and effective learning environment for every student. To avoid calling attention to the unduplicated students and ensuring their materials match the materials of their peers, all students will have the same technology available to them- making this an LEA-wide implementation.	In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.

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
1.7	**Action:** Increase Co-Curricular offerings and specialized programs **Need:** CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points SWD: -143.3 Points Unduplicated students have a wide variety of interests and we can better meet their need for engagement and incorporate academic studies into co-curricular programs to expand their skills and close performance gaps. Need: Our annual LCAP survey indicates that students and parents, especially those from socioeconomically disadvantaged (SED) and English Learner (EL) families, are seeking greater access to a wider variety of courses and additional instructional experiences. Surveys from unduplicated parents and student interest surveys highlight a growing need for college and career awareness	Provides a variety of co-curricular and specialty programs based on interest surveys and participation records for unduplicated students. Increases engagement and contextualizes learning of academic and SEL skills being taught in core classes. Offering additional courses beyond the core programs is crucial for the success of unduplicated students. By offering expanded elective and co-curricular programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#1.11- Access to Broad Course of Studies

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
	opportunities beyond the traditional classroom, focusing on careers in our local area. **Scope:** LEA-wide		
1.8	**Action:** School Site Administrative Services **Need:** Action: 1.8 - School Site Administrative Services CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points SWD: -143.3 Points Need: Unduplicated pupils are not Meeting and Exceeding State Standards on English Language Arts/Literacy and Mathematics. The 2022-2023 ELA state data shows that 57.8% of all students scored and that English Learners scored 57.2 points below standard.	Provides support staff to oversee and work on the supplemental programs planned to help meet unduplicated student needs. The Assessment Coordinator will analyze CAASPP and ELPAC data for all students, with a specific focus on unduplicated pupils, to determine the necessary enrichment or intervention required for their academic achievement. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#1.4, #1.2 CAASPP ELA/Mathematics (SED, EL, FY results)

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
	In the area of Mathematics, 89.8 points of all students are below standard. English Learners are 92.6 points below standard. Despite maintaining their English Learner Progress Indicator (ELPI), English Learners still need additional support in content areas. Similarly, students from low-income backgrounds, though not as far behind, also require extra help in these areas. Annual Parent and staff surveys indicated a high need for a school site administrator to expand program capabilities. **Scope:** LEA-wide		
1.9	**Action:** Grade Span Adjustment (GSR) **Need:** Action: 1.9 - Grade Span Adjustment (GSR) CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points	To address the identified need of unduplicated pupils related to grade span adjustment, Woodville Union School District will prioritize maintaining a low student-to-teacher ratio of 24 to 1 in TK-3rd grade classes. This approach ensures that young learners receive the individualized attention and support necessary for their academic and socio-emotional development during their formative years. Provides the teachers with additional time in class to serve small groups and individual needs for Tier One interventions integrated into initial instruction. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to	#1.2, #1.4 -SBAC/ CAASPP Scores in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Annual parent and staff LCAP surveys revealed that by keeping class sizes small in these critical early grades, the district aims to create a conducive learning environment where teachers can effectively address the diverse needs of unduplicated pupils, including those who are Low-Income (LI), English Learners (EL), Foster Youth, and Homeless. Research consistently demonstrates the positive impact of smaller class sizes on student engagement, academic achievement, and overall well-being, particularly for students from disadvantaged backgrounds. Also, this action was negotiated into the collective CBA between WTA and the district. **Scope:** LEA-wide	Unduplicated Pupils and other students who also exhibit the need for these services.	
1.10	**Action:** Special Education **Need:** Action: 1.10 - Special Education Supplemental Supports CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points	Provides these dually identified students with additional support services and support on an LEA-wide basis ensures that all students with special needs across the district benefit from the same level of high-quality resources and support. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#1.2, #1.4, #1.6- CAASPP, ELPAC (SWD, EL, SED and ALL student subgroups)

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
	CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points Need: Students with disabilities (SWD) have historically underperformed on annual State assessments. The LCAP survey and input from educational partners highlighted the need for additional academic support and services. In response, the district has increased the hours for Special Education Aides to provide in-class academic support. In reviewing the data related to this group, we discovered that the vast majority of our SWD were dually identified as members of SED or English Learner subgroups as well, compounding their challenges and requiring additional supplemental materials and services related to their distinct needs. The action for this student group was based on their identified needs as low-income and/or English Learner students, as the vast majority of the group are one or both. **Scope:** LEA-wide		
2.1	**Action:** Multi-Tier System of Support (MTSS) **Need:**	Provides supplies and materials that increase systems of targeted supports for unduplicated students' academic, social, and behavioral needs.	#2.12- CHKS student feeling of engagement and climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Action 2.1 - A Multi-Tier System of Support (MTSS) CAASPP Math Scores 2023-24 All Students: -89.8 Points English Learners: -92.6 Points Hispanic: -90.3 Points SED: -90.8 Points SWD: -168.4 Points CAASPP ELA Scores 2023-24 All Students: -57.8 Points below standard English Learners: -57.2 Points Hispanic: -58.1 Points SED: -58.7 Points 1. SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school. NEED: In the annual LCAP survey, staff, unduplicated parents, and unduplicated students universally agreed on the necessity of targeted supports and interventions in order to meet the behavioral, social and emotional needs of our unduplicated student population. The need for these increased services was also seen when analyzing the suspension and student connectedness data in relation to academic performance indicators. **Scope:**	The MTSS system will provide targeted support to all students, addressing their academic, behavioral, social, and emotional needs through a tiered approach. MTSS involves Student Study Teams, ILP recommendations, and IEP teams. Post-pandemic state and local data indicate a significant need to close academic gaps and enhance behavioral support. Positive relationships are essential for the academic success and overall well-being of all students, including unduplicated pupils. Students who lack stable homes or families, experience poverty, or feel disconnected may struggle to access instruction and achieve academic success. Woodville USD, as a Multi-Tiered System of Support (MTSS) school district, is dedicated to educating and supporting the whole child. Our student population requires more than just adherence to Common Core Standards for academic success. Therefore, Woodville USD will continue to offer BHS social worker support alongside services from the Local Youth Support Services. Feedback from educational partners, particularly students, has shown that social work support is highly valued and necessary. It was suggested that all students have regular "check-ins" with social worker staff, as some students may not express their need for support or reach out for help on their own. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions	#1.2, #1.4- Student CAASPP Scores ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
2.2	**Action:** Response to Intervention (RtI)/ Learning Loss Mitigation **Need:** Action: 2.2 - Response to Intervention (RtI)/ Learning Loss Mitigation 94% of parents agree or strongly agree they feel strongly connected to school. (2023-24 annual survey) 67.4% of students reported having a high level of connectedness at school. (2023-24 CHKS) NEED: State and local assessment results reveal that unduplicated pupils are not performing at the same academic level as their non-unduplicated peers, and are having a more difficult time returning to Pre-COVID performance levels. Specifically, English Learners scored 96.2 points below standard in Mathematics (orange indicator) and 96.6 points below standard in ELA CAASPP. The STAR reading data further highlights this learning gap. According to 2023-2024 local data, the average reading level of 8th-grade English Learners is equivalent to the beginning of 4th grade,	Based on the insights from state and local assessment data, Woodville Union School District will implement Tier II and III, targeted at interventions for unduplicated students who are not meeting academic standards. The approach will involve several key steps: 1. Student Identification: Using data analysis and the Student Success Team process, we will identify students who require additional support. 2. Parental Consultation: Parents will be actively involved through consultations to discuss their child's specific needs and the planned interventions. 3. Action Plan Implementation: An individualized action plan will be developed and executed, targeting the identified areas of need for each student. 4. Regular Follow-Up: Continuous monitoring and follow-up will ensure the effectiveness of the interventions, with adjustments made as necessary to optimize student progress. Additionally, unduplicated students will receive extra support during the school day to address the equity gap. This support aims to provide these students with the necessary resources and instructional strategies to improve their academic performance.	#2.10- Parent Engagement (Survey results) #2.12- Student Engagement (CHKS results)#1.2, #1.4 - SBAC/CAASPP Scores in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	whereas the overall average is mid-5th grade. Additionally, low-income students in grades TK-3 have an average reading level of -4.12 below standard, compared to an overall average of -3.38. Students with disabilities in grades TK-3 performed -10.24 points below standard in reading. When leadership analyzed this data in connection with the CHKS data, student engagement was seen as a significant need for our unduplicated student population to support their recovery after the isolation period and home-studies of COVID. Similar performance gaps are evident in mathematics. Feedback from educational partners and advisory committee members emphasized the critical need to close this learning gap and improve academic performance for unduplicated students. Parents expressed a need for mid-day and after-school intervention and tutoring to support their children. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.3	**Action:** Social Emotional Learning (SEL) **Need:** Action: 2.3 - Social Emotional Learning & Supports	Provides therapy and instructional materials for teaching SEL skills to students and their parents- targeted at the needs of our unduplicated student population. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the	#2.2 -Chronic Absentee Rate #2.3- Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic Absenteeism: All Students: 10.3% EL Students: 6.4% Hispanic Students: 9.9% SED: 10.4% SWD: 16.7% December 2023 Dashboard Suspension Rate All Students: 5.1% EL students: 4.4% Hispanic: 4.9% SED: 5.4% SWD: 12.5% December 2023 Dashboard NEED: Unduplicated students were increasingly missing school due to mental/behavioral health issues. Social Emotional support staff note that the unduplicated students and their families need increased communication tools and materials for SEL development, counseling and support services. The district has increased the number of support staff dedicated to social-emotional learning to meet the needs of our unduplicated students. This has increased the need for additional materials and tools to support their program **Scope:**	unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Positive Behavior Intervention and Supports (PBIS) **Need:** Action: 2.4 - Positive Behavior Intervention and Supports (PBIS) Suspension Rate All Students: 5.1% EL students: 4.4% Hispanic: 4.9% SED: 5.4% SWD: 12.5% December 2023 Dashboard NEED: The district is addressing the unduplicated families' and students' increased behavior concerns, bullying reports, and overall campus safety concerns through the Positive Behavior Intervention System, as reported in survey results and seen in suspension and referral data. Suspension data shows that SED, SWD students have higher rates of suspension, increased referrals, and a need for systematic positive behavior reinforcement to work in tandem with consequences. **Scope:**	Provides a structured, positive behavior reinforcement system that addresses this barrier to student performance, seen in high rates of suspensions and referrals for our unduplicated student population. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.3- Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Student Engagement **Need:** Action: 2.5 - Student Engagement NEED: CHKS SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school. 2023-24 Surveys conducted among unduplicated parents, unduplicated students, and teachers have highlighted a pressing need to enhance student engagement and create a high level of interest in school activities beyond the regular core curriculum. There is also a need to provide increased awareness of economic opportunities and experiences outside our small, rural area and our unduplicated families have noted financial and geographic barriers to providing this for their children. This initiative aims to foster a stronger sense of connection to the school community, promoting students' feelings of significance and belonging.	Provides increased Career Educational experiences designed to support unduplicated student long-term motivation, engagement, and success. By offering a diverse array of engaging and enriching activities outside the standard academic schedule, we strive to cultivate an environment where students feel more involved and invested in their educational experience. This approach not only boosts their academic performance but also supports their social and emotional development, contributing to a more inclusive and supportive school culture. By offering CTE, extra-curricular, and co-curricular programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#2.12- Student engagement (CHKS)

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		
2.6	**Action:** Attendance Supports **Need:** Action: 2.6 - Attendance Supports NEED: Chronic Absenteeism: All Students: 10.3% EL Students: 6.4% Hispanic Students: 9.9% SED: 10.4% SWD: 16.7% December 2023 Dashboard The District's California School Dashboard reported a 13.3% decline in chronic absenteeism. However, following the pandemic, chronic absenteeism rates remained elevated in 2023. Parent and staff surveys for the Local Control Accountability Plan (LCAP) underscored a significant need to enhance daily student attendance and implement robust attendance accountability measures. To address these concerns, the district is prioritizing the promotion of consistent daily attendance and strengthening the role of the Student Attendance Review Board (SARB).	Identifies unduplicated students with attendance issues, providing family supports/ awareness, and ensures that all students have the opportunity to benefit from continuous and consistent educational programs. Provides materials and support contracts for liaisons who will work directly with families to understand their needs and challenges. This will bridge the gap between home and school, providing resources and support to improve attendance. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#2.2- Chronic Absenteeism

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		
2.7	**Action:** Behavioral Supports and suspension interventions **Need:** Action: 2.7 - Behavioral Supports and Suspension Interventions Suspension Rate All Students: 5.1% EL students: 4.4% Hispanic: 4.9% SED: 5.4% SWD: 12.5% NEED: Addresses the RED indicator on the California Dashboard for Woodville in the area of suspension rate. (all students, SED, and Hispanic) The District's California School Dashboard reported that 5.1% of students were suspended for at least one day, reflecting an increase of 2.2% from 2023.	To address this issue, the district has implemented additional support programs for students in grades 1-3 (and kindergarten starting the second semester) focused on enhancing social engagement and promoting appropriate play. These interventions are provided when behavioral data and teacher observations indicate a need. Feedback from educational partners and staff has revealed that students in grades 4-8 who participated in similar support programs exhibited improved and desirable behaviors. This evidence underscores the effectiveness of these initiatives in fostering positive behavioral outcomes and creating a more conducive learning environment for all students. Students who are referred to early childhood behavioral support programs will continue to benefit from our TRIBE system, which is designed to teach and reinforce desired social behaviors. Both unduplicated pupils (such as English learners, foster youth, and low-income students) and those not considered unduplicated will have increased access to academic standards and enriched social interactions. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.3- Suspension Rate

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		
2.8	**Action:** Extra and Co-Curricular Activities **Need:** Action: 2.8 - Extra and Co-Curricular Activities Chronic Absenteeism: All Students: 10.3% EL Students: 6.4% Hispanic Students: 9.9% SED: 10.4% SWD: 16.7% December 2023 Dashboard SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school. CHKS 2023-24 NEED: In the unduplicated Parent feedback and Staff LCAP survey, educational partners emphasized the critical need to address both the achievement gap and the opportunity gap within the district. For unduplicated students to succeed academically, they must not only be present at school but also engage in activities beyond the regular school day. By offering a range of extra and co-curricular programs, we can enhance school connectedness for both	Increases unduplicated student opportunities for co-curricular and extra-curricular activities that engage/connect them to school, increase relationships with staff, and build a more dynamic learning community that supports their overall needs and academic success. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. This inclusive approach is expected to have the most significant impact on the unduplicated student population, helping to create a more equitable educational environment. Through these efforts, we aim to provide all students with the opportunities and support they need to thrive academically and socially, thereby closing both the achievement and opportunity gaps.	#2.2- Chronic Absenteeism #2.12- Student feeling of engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students and parents, fostering a stronger sense of community and involvement. **Scope:** LEA-wide		
2.9	**Action:** Parent, Community, and outside agency relationships **Need:** Action: 2.9 - Parent Engagement 94% of parents 87% of staff 67.4% of students agree or strongly agree they feel strongly connected/ engaged at school. 2023-24 data NEED: Unduplicated Parent feedback indicates that students and families feel more comfortable with staff on campus after informal interactions. The district provides unduplicated pupils with access to staff during evenings, weekends, holidays, field trips, and summer activities within their community. These informal events help build strong community ties, direct support services and help us understand their needs. For Woodville USD,	Continued to enhance information programs and family understanding of available supports and programs for unduplicated students' families. Woodville Union School District (WUSD) will continue to publish its quarterly newspaper, which highlights events and accomplishments. In addition, the newspaper will now include detailed information on the various supports and programs available to students and families. To ensure accessibility, all correspondence and communications will be provided in both English and Spanish. Whenever possible, an interpreter will be available to prevent any potential miscommunication. These efforts aim to strengthen the connection between unduplicated parents, families, and the educational community, fostering a greater sense of inclusion and trust. By keeping families well-informed and engaged, WUSD hopes to build stronger, more trusting relationships that support the academic and social success of all students and the integration and feeling of belonging for our unduplicated student families. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will	#2.12- Students Healthy Kids Survey- Engagement #2.11- Staff Climate Survey- Engagement #2.10 Parent Climate Survey- Engagement

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
	being present in the community is important to our families. Unduplicated Parents have expressed a desire for educational opportunities to improve their learning, support their children, and become better parents. (survey and interviews) We aim to empower unduplicated parents/guardians to invest in their children's future. During the 2023-2024 school year, we offered training in English Conversation, Financial Literacy, Health and Wellness, Parenting Skills, Digital Literacy (four sessions), Pathway to College, Small Business Development, Spanish Conversation, Social Emotional Learning, and Career Development. **Scope:** LEA-wide	be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.1	**Action:** Additional Maintenance Costs- Unduplicated Programs **Need:** Action: 3.1 Additional Maintenance Contribution Williams Inspection rating Good Repair 2023-2024 Rating	Maintains, provides additional services, and improves existing facilities to better support the programs for unduplicated student needs that are being offered on campus. Allows for the continuation of those services, covering the additional, hidden costs of support personnel involved in the offerings. By offering increased maintenance, cleaning and facilities development programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching	#3.1- Williams Facility Inspection Rating

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	NEED: The parent engagement, additional instructional time, additional co-curricular and extra-curricular activities and other programs being implemented on campus is increasing the wear and tear on the facilities and necessitating additional hours for maintenance and cleaning. It has also created short-term safety issues when current maintenance staff are unable to fix small things quickly that can become a problem. Staff notes that in order to continue meeting the unduplicated student needs without reducing overall student/staff morale and feelings of safety on campus, additional support is needed. Future facility improvements will continue to address safety concerns to ensure a secure and welcoming environment for all students. **Scope:** LEA-wide	educational experiences, thereby promoting equity and excellence.	
3.2	**Action:** Cleaning and Sanitation **Need:** Action: 3.2 Cleaning and Sanitation Williams Inspection rating Good Repair	Maintains, provides additional services, and improves existing facilities to better support the programs for unduplicated student needs that are being offered on campus. Allows for the continuation of those services, covering the additional, hidden costs of support personnel involved in the offerings.	#3.1- Williams Facility Inspection Rating

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
	2023-2024 Rating NEED: Our unduplicated students require additional programs, services, and events to meet their diverse needs for academic/behavioral/engagement/and SEL support. Many of our district low-income and English Learner students live in environments not optimally conducive to learning. Often, there are not available spaces in which to complete academic learning tasks and due to the very rural nature of the community, no such spaces are provided in the community, as well. Thus, the school is the hub for a learning dedicated environment, community/school related events, meeting spaces, and co-curricular/extra-curricular activities. The parent engagement, additional instructional time, additional co-curricular and extra-curricular activities and other programs being implemented on campus are increasing the wear and tear on the facilities and necessitating additional hours for maintenance and cleaning. It has also created short-term safety issues when current maintenance staff are unable to fix small things quickly that can become a problem. Staff notes that in order to continue meeting the unduplicated student needs without reducing overall student/staff morale and feelings of safety on campus, additional support is needed.	By offering increased maintenance, cleaning and facilities development programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	

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		
3.3	**Action:** Safety and Security **Need:** Action: 3.3 Safety and Security 95% of Staff agree that school is safe. 91% of Parents agree or strongly agree the school is safe. 84.7% of students agree or strongly agree the school is safe. Annual Surveys NEED: Woodville USD unduplicated parents, staff, and unduplicated students (annual survey and interviews) have voiced serious concerns about school violence and safety. In their feedback, they strongly advocate for the presence of a school resource officer or campus supervision staff, adequate fencing or barriers, and campus monitoring or surveillance. They believe that an on-site school resource officer would provide essential interventions, family support, and a rapid response in emergencies. The addition of a school resource officer is considered a vital measure to enhance the overall safety and well-being of the school community.	This action addresses the significant concerns regarding school violence and safety expressed by parents, staff, and students. Ensures timely interventions, unduplicated family support, and increases the overall feeling of safety on campus. The addition of adequate fencing/barriers and enhanced campus monitoring/surveillance further reinforces the safety measures, creating a secure environment for all. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#3.5- Student Climate Survey- feeling of safety #3.3- Staff Climate Survey- feeling of safety #3.4- Parent Climate Survey- feeling of safety

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		
3.4	**Action:** Health and Wellness Support **Need:** Action: 3.4 Health and Wellness Support Chronic Absenteeism All Students: 10.3% EL Students: 6.4% Hispanic Students: 9.9% SED: 10.4% SWD: 16.7% December 2023 Dashboard NEED: Low-income, SED, Foster Youth, and English Learner families have reported a significant shortage of accessible health care and counseling services in our area, due to the rural location and barriers as a result of their low-income status or primary language. Many existing providers do not accept Medi-Cal, leaving families with limited options for affordable care. Additionally, the absence of services that accommodate families with no insurance or those that operate on a sliding scale fee structure exacerbates the problem.	Addresses the critical healthcare needs of our low-income, SED, Foster Youth, and English Learner families. By offering and adding additional service days to the school nurse, we will ensure that students with medical issues receive continuous and coordinated care. Family health counseling services provide much-needed support to families navigating health challenges, helping them understand and manage their children's health conditions effectively. Health case evaluations are conducted to assess and address the medical needs of students who are feeling ill or have ongoing health concerns, ensuring timely and appropriate interventions. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#3.6- Chronic Absenteeism

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
	This lack of access to essential healthcare services creates substantial barriers to maintaining students' physical well-being, which directly impacts their regular attendance and ability to thrive academically. Without proper health care, our unduplicated students experience higher chronic absenteeism and face challenges that hinder their educational progress and overall development. Addressing this need is critical to ensuring that all students have the support necessary to succeed both in and out of the classroom. **Scope:** LEA-wide		

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 Language Acquisition Needs **Need:** Action: 1.3 - English Learner Language Acquisition Needs ELPI 2023-24	Increases support for EL students not yet achieving English proficiency growth each year. This action provides students not only with additional materials and supplies but also with targeted instructional support from classified staff. Additional focus is placed on providing for the needs of Long-Term English Learners through staff acquisition and implementation of strategies	#1.6- English Learner Making Progress Toward English Proficiency on CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	50.2% of English Learner Students making progress towards fluency To address the teacher/ administrator/ parent identified English Learner (EL) language development needs of unduplicated pupils in Woodville Union School District, the following actions will be implemented: Need: As noted in the goal explanation, nearly 63% of WUSD's student population are English Language Learners. Encompassed in this percentage is the number of students who have become long-term language learners. Also, students who are at risk of becoming long-term language learners. Although many of these students are making great progress, many have become stagnant and are requiring additional support and strategic intervention on top of designated and integrated ELD. Our data indicate that students who have become Redesignated Fluent English Proficient (RFEP) outperform all other students. On the 2023 CAASPP for ELA, reclassified students scored near 50%, meeting or exceeding standards for both ELA and Mathematics. English Learners at Woodville USD are making progress through designated and integrated ELD, as well as core content instruction, and are currently achieving a "GREEN" rating on the CA Dashboard. However, many students are facing challenges in reaching the next level. Consequently, these	and effective practices to accelerate language acquisition for this student group.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students need Tier II and Tier III support in language development. **Scope:** Limited to Unduplicated Student Group(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.

This plan contains no actions with a planned percentage to improve services.

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.

WUSD serves a high student population of low-income, English learners, and/or foster youth that exceeds 55 percent. Currently, the additional concentration grant is being allocated and used for additional positions for 2024-25 overstaffing, including a Computer Services Technician (Action 1.6), a Certificated Music/Band Teacher (Action 1.7), a 7th Grade Classroom Teacher (Action 1.9) to reduce class size and additional instructional administrative support (Action 2.2).

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,085,186	1,913,496	46.840%	2.354%	49.194%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,010,846.00	$1,386,766.00	$1,000.00	$327,404.00	$3,726,016.00	$2,258,045.00	$1,467,971.00

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 Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.2	Professional Learning Opportunities (PLO)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$53,440.00	$36,312.00	$66,445.00			$23,307.00	$89,752.00	
1	1.3	English Learner Language Acquisition Needs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 SY	$329,043.00	$21,000.00	$63,707.00			$286,336.00	$350,043.00	
1	1.4	Increased Instructional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$161,285.00	$0.00	$161,285.00				$161,285.00	
1	1.5	Literacy Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$135,324.00	$31,092.00	$28,500.00	$135,324.00		$2,592.00	$166,416.00	
1	1.6	Instructional and Operational Technology Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$103,049.00	$358,274.00	$461,323.00				$461,323.00	
1	1.7	Increase Co-Curricular offerings and specialized programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$411,309.00	$48,415.00	$315,985.00	$143,739.00			$459,724.00	

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	1.8	School Site Administrative Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$210,222.00	$0.00	$210,222.00				$210,222.00	
1	1.9	Grade Span Adjustment (GSR)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$375,884.00	$0.00	$375,884.00				$375,884.00	
1	1.10	Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$10,189.00	$5,723.00	$10,189.00	$5,723.00			$15,912.00	
2	2.1	Multi-Tier System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.2	Response to Intervention (RtI)/ Learning Loss Mitigation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$264,325.00	$399,461.00	$27,647.00	$620,970.00		$15,169.00	$663,786.00	
2	2.3	Social Emotional Learning (SEL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.4	Positive Behavior Intervention and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$6,960.00	$6,960.00				$6,960.00	
2	2.5	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$759.00	$32,000.00	$32,759.00				$32,759.00	
2	2.6	Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.7	Behavioral Supports and suspension interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.8	Extra and Co-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$23,779.00	$212,000.00	$28,779.00	$206,000.00	$1,000.00		$235,779.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Parent, Community, and outside agency relationships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.1	Additional Maintenance Costs- Unduplicated Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$104,776.00	$255,234.00	$85,000.00	$275,010.00			$360,010.00	
3	3.2	Cleaning and Sanitation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	Health and Wellness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 SY	$74,661.00	$1,000.00	$75,661.00				$75,661.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,085,186	1,913,496	46.840%	2.354%	49.194%	$2,010,846.00	0.000%	49.223 %	**Total:**	$2,010,846.00
								LEA-wide Total:	$1,947,139.00
								Limited Total:	$63,707.00
								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 Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.2	Professional Learning Opportunities (PLO)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,445.00	
1	1.3	English Learner Language Acquisition Needs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$63,707.00	
1	1.4	Increased Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,285.00	
1	1.5	Literacy Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	
1	1.6	Instructional and Operational Technology Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$461,323.00	

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	1.7	Increase Co-Curricular offerings and specialized programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,985.00	
1	1.8	School Site Administrative Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,222.00	
1	1.9	Grade Span Adjustment (GSR)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,884.00	
1	1.10	Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,189.00	
2	2.1	Multi-Tier System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.2	Response to Intervention (RtI)/ Learning Loss Mitigation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,647.00	
2	2.3	Social Emotional Learning (SEL)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.4	Positive Behavior Intervention and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,960.00	
2	2.5	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,759.00	
2	2.6	Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
2	2.7	Behavioral Supports and suspension interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.8	Extra and Co-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,779.00	
2	2.9	Parent, Community, and outside agency relationships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Additional Maintenance Costs- Unduplicated Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,000.00	
3	3.2	Cleaning and Sanitation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.3	Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	Health and Wellness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,661.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,945,789.00	$3,771,663.00

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	Basic Services:	No	$0.00	0
1	1.2	Instructional Materials:	Yes	$750.00	1275
1	1.3	Parent and Family Engagement:	Yes	$22,651.00	23916
1	1.4	Professional Learning Opportunities (PLO):	Yes	$102,428.00	134025
1	1.5	English Learner Language Acquisition Needs:	Yes	$296,313.00	284673
1	1.6	Increased Instructional Minutes	Yes	$160,612.00	160843
1	1.7	Literacy Development:	Yes	$35,057.00	166487
1	1.8	Competitive Substitute Pay Rate	Yes	$6,321.00	0
1	1.9	Instructional and Operational Technology Needs:	Yes	$443,877.00	265017
1	1.10	Broad Course of Study Access:	Yes	$624,618.00	413482
1	1.11	Site Administrative Services:	Yes	$199,563.00	205465

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	1.12	Grade Span Adjustment (GSR):	Yes	$360,523.00	379419
1	1.13	Early Childhood Education/Community Hub:	Yes	$10,000.00	6,511
1	1.14	Advance Course Offering:	Yes	$900.00	0
1	1.15	Culture of Collaboration:	Yes	$7,571.00	0
1	1.16	Special Education:	No	$0.00	5145
2	2.1	Multi-Tier System of Support (MTSS):	Yes	$750.00	0
2	2.2	Learning Loss Mitigation:	Yes	$161,222.00	464653
2	2.3	Social Emotional Learning (SEL):	Yes	$250.00	0
2	2.4	Positive Behavior Intervention and Supports (PBIS):	Yes	$6,500.00	5,900
2	2.5	Student Engagement:	Yes	$67,239.00	20120
2	2.6	Attendance Need (All students will stay in school)	Yes	$35,212.00	16000
2	2.7	Student Suspension / Expulsion	Yes	$500.00	0
2	2.8	Extra and Co-Curricular Activities	Yes	$202,464.00	103056

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Additional Maintenance Contribution	Yes	$131,858.00	912064
3	3.2	Cleaning and Sanitation	No	$0.00	0
3	3.3	Safety and Security	Yes	$58,610.00	16010
3	3.4	Health and Wellness Support:	Yes	$10,000.00	51833
3	3.5	Crisis Professional Development:	No	$0.00	135769

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,964,036	$1,968,453.00	$1,875,633.00	$92,820.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Instructional Materials:	Yes	$750.00	0		
1	1.3	Parent and Family Engagement:	Yes	$22,651.00	22998		
1	1.4	Professional Learning Opportunities (PLO):	Yes	$55,606.00	14668		
1	1.5	English Learner Language Acquisition Needs:	Yes	$17,543.00	3818		
1	1.6	Increased Instructional Minutes	Yes	$160,612.00	160843		
1	1.7	Literacy Development:	Yes	$35,057.00	12828		
1	1.8	Competitive Substitute Pay Rate	Yes	$6,321.00	0		
1	1.9	Instructional and Operational Technology Needs:	Yes	$275,068.00	239159		
1	1.10	Broad Course of Study Access:	Yes	$420,344.00	345104		
1	1.11	Site Administrative Services:	Yes	$199,563.00	205465		
1	1.12	Grade Span Adjustment (GSR):	Yes	$360,523.00	379419		
1	1.13	Early Childhood Education/Community Hub:	Yes	$10,000.00	0		
1	1.14	Advance Course Offering:	Yes	$900.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Culture of Collaboration:	Yes	$7,571.00	0		
2	2.1	Multi-Tier System of Support (MTSS):	Yes	$750.00	0		
2	2.2	Learning Loss Mitigation:	Yes	$52,570.00	114891		
2	2.3	Social Emotional Learning (SEL):	Yes	$250.00	0		
2	2.4	Positive Behavior Intervention and Supports (PBIS):	Yes	$6,500.00	5878		
2	2.5	Student Engagement:	Yes	$67,239.00	30089		
2	2.6	Attendance Need (All students will stay in school)	Yes	$35,212.00	15551		
2	2.7	Student Suspension / Expulsion	Yes	$500.00	0		
2	2.8	Extra and Co-Curricular Activities	Yes	$32,455.00	79447		
3	3.1	Additional Maintenance Contribution	Yes	$131,858.00	207,147		
3	3.3	Safety and Security	Yes	$58,610.00	6900		
3	3.4	Health and Wellness Support:	Yes	$10,000.00	31,428		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,201,101	1,964,036	0.25	47.001%	$1,875,633.00	0.000%	44.646%	$98,905.75	2.354%

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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

    o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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