



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Side Union Elementary School District

CDS Code: 49 71001

School Year: 2024-25

LEA contact information:

Rima Meechan

Superintendent/Principal

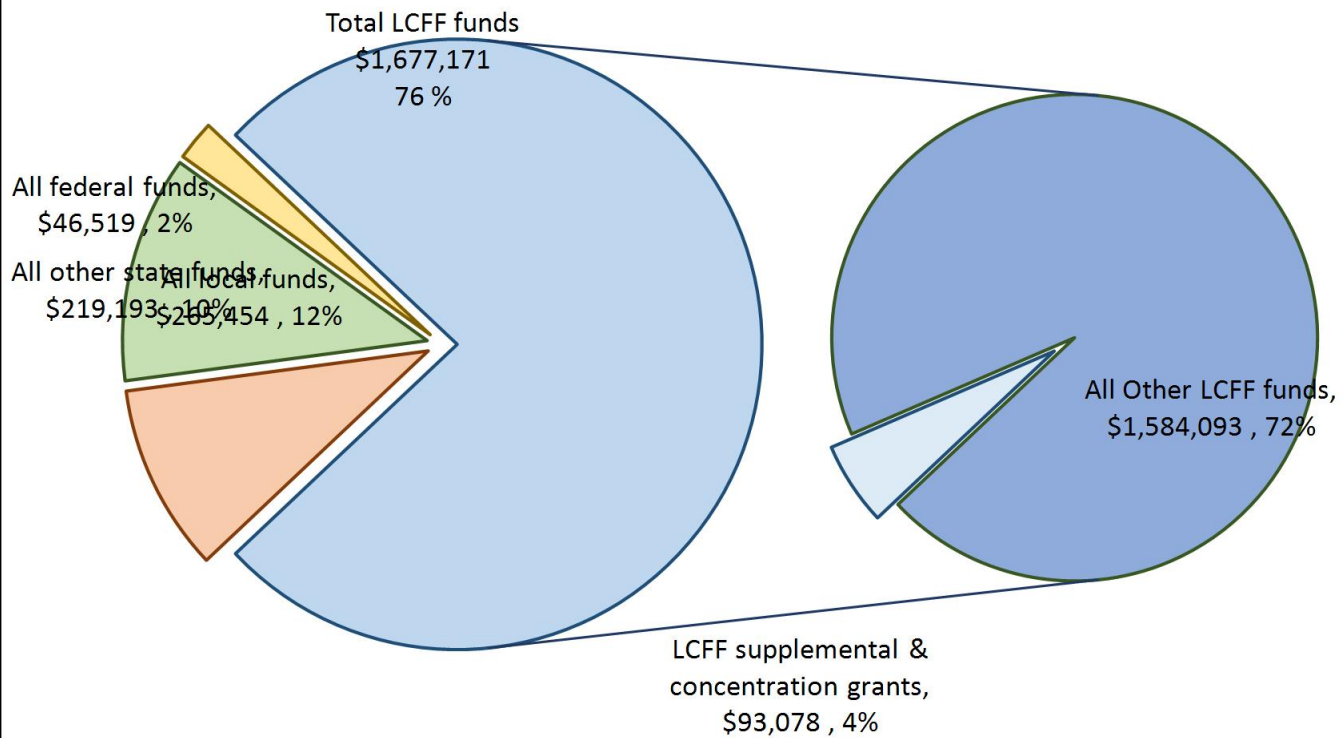
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707-433-3923, x24

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

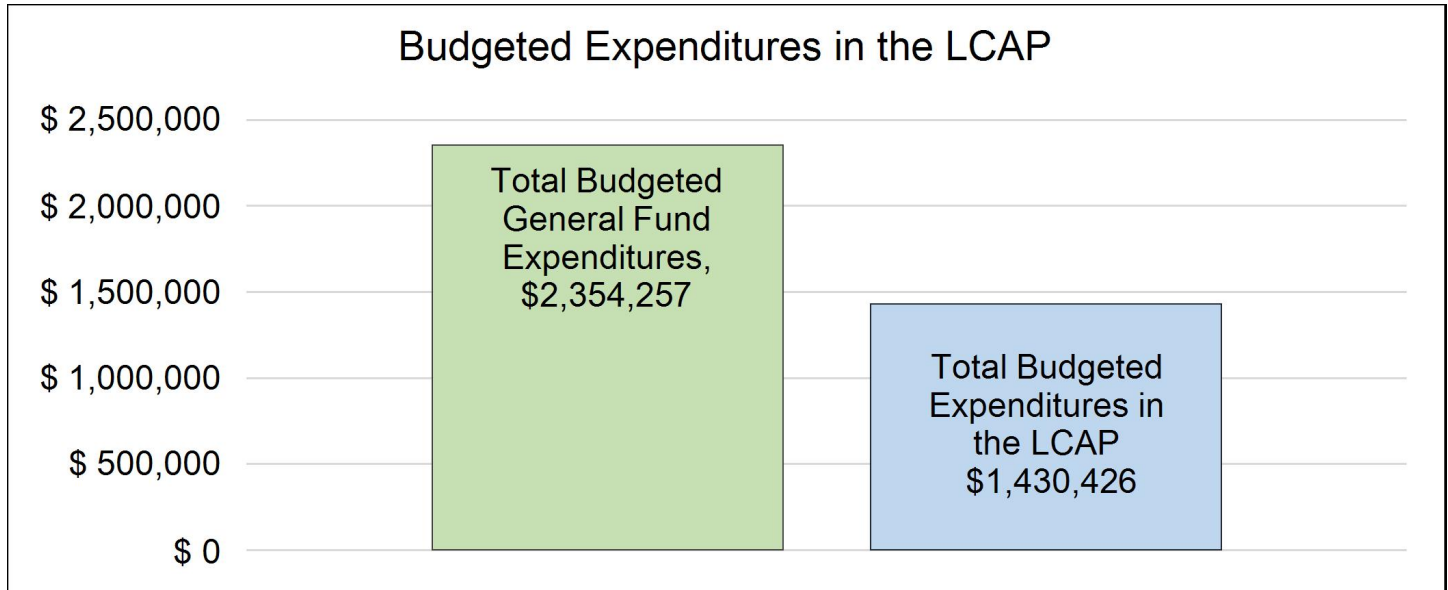


This chart shows the total general purpose revenue West Side Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Side Union Elementary School District is \$2,208,337, of which \$1,677,171 is Local Control Funding Formula (LCFF), \$219,193 is other state funds, \$265,454 is local funds, and \$46,519 is federal funds. Of the \$1,677,171 in LCFF Funds, \$93,078 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much West Side Union Elementary 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: West Side Union Elementary School District plans to spend \$2,354,257 for the 2024-25 school year. Of that amount, \$1,430,426 is tied to actions/services in the LCAP and \$923,831 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

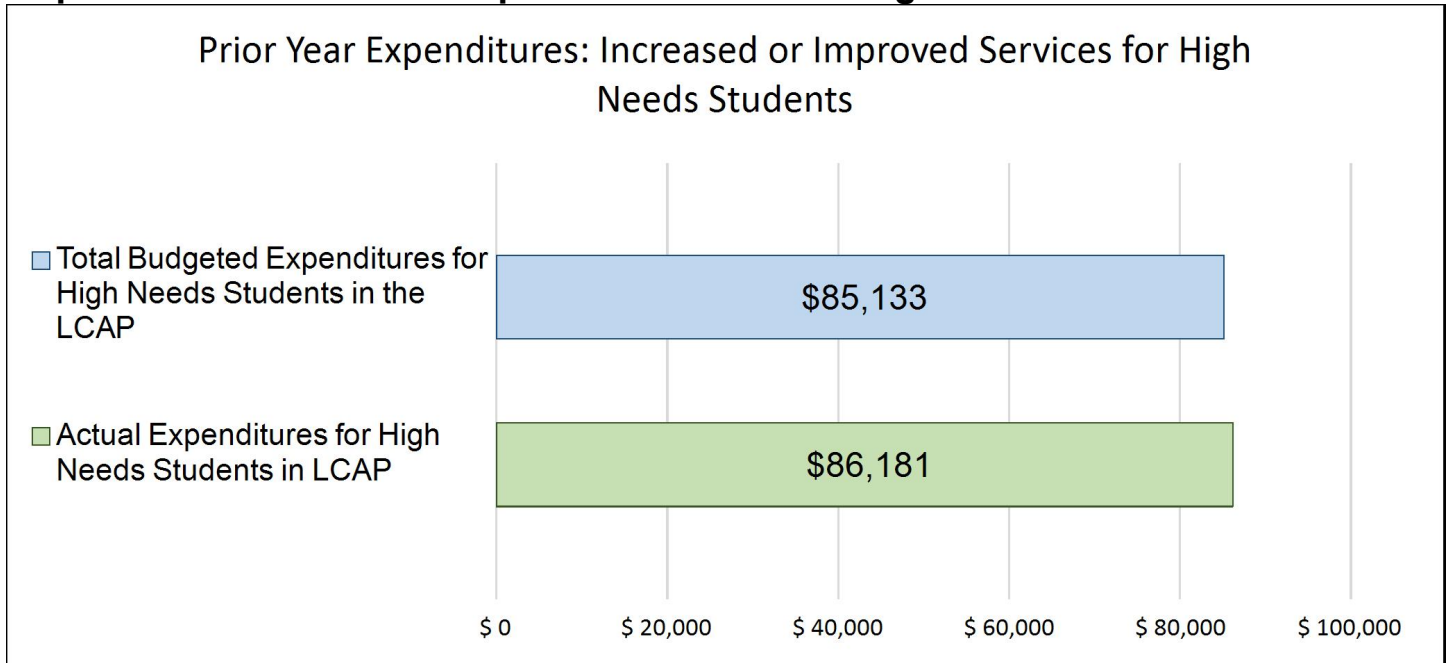
Costs not in the LCAP include expenditures for general operating expenses such as administration, child care, utilities and programs such as Art, Music and Garden.

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

In 2024-25, West Side Union Elementary School District is projecting it will receive \$93,078 based on the enrollment of foster youth, English learner, and low-income students. West Side Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Side Union Elementary School District plans to spend \$110,902 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, West Side Union Elementary School District's LCAP budgeted \$85,133 for planned actions to increase or improve services for high needs students. West Side Union Elementary School District actually spent \$86,181 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Side Union Elementary School District	Rima Meechan Superintendent/Principal	rmeechan@westsideusd.org 707-433-3923, x24

Goals and Actions

Goal

Goal #	Description
1	Academic Engagement: West Side will increase the academic engagement of all students through effective instruction guided by assessment results to promote career, college, and Portrait of a Graduate life skills and readiness. Special populations including low-socioeconomic, foster students, English learners, and students with disabilities will demonstrate an increase in growth towards meeting or exceeding standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA	% met/exceeded CAASPP ELA: 2019-20 = not administered 2018-19 = 66% 2017-18 = 52% 2019 CA Dashboard: 34 points above standard	2020-21 = not administered	2021-2022: 79% 2022 CA Dashboard: 45 points above standard ELs made progress and results will be reported when available.	2022-2023 CAASPP: 76% 2023 Dashboard Status: 36 above Change: Declined 8 points Color: Green	Increase met/exceeded ELA by 1% for: <ul style="list-style-type: none"> All students All significant subgroups (Hispanic and Socioeconomically disadvantaged, students with disabilities)
CAASPP - math	% met/exceeded CAASPP Math: 2019-20 = not administered 2018-19 = 52% 2017-18 = 52% 2022 CA Dashboard:	2020-21 = not administered	2021-2022: 63% 2022 CA Dashboard: 19 points above standard Spring CAASPP data will be reported when available in August.	2022-2023: 68% 2023 Dashboard Status: 23 above Change: Increased 4 points Color: Green	Increase met/exceeded Math by 1% for: <ul style="list-style-type: none"> All students All significant subgroups (Hispanic and Socioeconomically disadvantaged, students with disabilities)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2 points above standard				students with disabilities)
English learner (EL) progress	2019 CA Dashboard EL Progress: 41.2% making progress Summative ELPAC Overall: 2019-20 = N/A (Level 4) 2018-19 = 17% (Level 4) Reclassification rate: 2019-20 = 0% 2018-19 = 11% 2021-22 = 1 out of 13 students	EL Progress: Not available until December 2022	2022 CA Dashboard: 46% making progress towards English Language Proficiency 2023 EL reclassification rate not currently available on the CA Dashboard	Less than 11 students - data not displayed for privacy	Increase the percent of EL students making progress towards English proficiency by 1%.
Curriculum/textbooks	All students have access to curriculum/textbooks. # of Williams Complaints	Students With Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home: 100% 0 Williams Complaints (new added metric)	Students With Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home: 100% 0 Williams Complaints	Students With Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home: 100% 0 Williams Complaints	Maintain status
Broad Course of Study (Local Indicator)	Local Indicator: "Met" 100 % of elementary students (including unduplicated and	Local Indicator: "Met" 100 % of elementary students (including unduplicated and	Local Indicator: "Met" 100 % of elementary students (including unduplicated and	Local Indicator: "Met" 100 % of elementary students (including unduplicated and	Local Indicator: "Met" 100 % of elementary students (including unduplicated and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with exceptional needs) enrolled in ELA, math, social science, VAPA, health, PE, (other local) As measured by the self-reflection tool.	students with exceptional needs) enrolled in ELA, math, social science, VAPA, health, PE, (other local). As measured by the self-reflection tool.	students with exceptional needs) enrolled in ELA, math, social science, VAPA, health, PE, (other local) As measured by the self-reflection tool.	students with exceptional needs) enrolled in ELA, math, social science, VAPA, health, PE, (other local) As measured by the self-reflection tool.	students with exceptional needs) enrolled in ELA, math, social science, VAPA, health, PE, (other local). As measured by the self-reflection tool.
Teacher assignments	# of misassignments (teachers with credential teaching outside of content area) 2020-21= 0 2019-20 = 0	2021-2022 0	2022-2023 0	2023-2024 0	Maintain status
EL Access to CA Standards including ELD Standards. As well as implementation of Academic Standards.	100% of ELs have access to CA Content Standards and ELD Standards	100% of ELs have access to CA Content Standards and ELD Standards	100% of ELs have access to CA Content Standards and ELD Standards as measured by the self reflection tool. 100% met the implementation of Academic Standards by the self reflection tool.	100% of ELs have access to CA Content Standards and ELD Standards as measured by the self reflection tool. 100% met the implementation of Academic Standards by the self reflection tool.	100%
Renaissance Benchmark	The percentage of students At of Above State Benchmark for Reading for each grade:	**Modified** Due to the small number of students per grade level, we have transitioned to	Reading: 63% Early Literacy:33% Math: 72%	January 2024 Reading: 63% Early Literacy:33% Math: 72%	Increase the percent of students at 50th percentile rank and above to increase by 2% each year for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 3: 72% Grade 4: 80% Grade 5: 90% Grade 6: 56.3%</p> <p>The Benchmark of students At or Above State for Math for each grade: Grade 3: 31.6% Grade 4: 48% Grade 5: 35% Grade 6: 43.8%</p>	<p>reporting the % of students that are 50th percentile rank and above in Feb/march:</p> <p>Reading: 63% Early Literacy: 60% Math: 61%</p>			Reading, Early Literacy, and Math
<p>Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional needs</p> <p>% of English learners, low-income students, foster youth, and students with disabilities are provided with access to legally required programs and services and have access to additional services based on our MTSS model.</p>	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST (Science)	2018-2019 40% met or exceed	Not available until Summer 2022	2022 CAST: 65%	2023 CAST: 37%	70%+
Youth Truth Questions-Parent Survey I receive regular feedback about my child's progress. My school sets high expectations for students	Baseline Jan 2022 68% 63%	*New* Baseline Jan 2022 68% 63%	78% 78%	83% 85%	75% 70%
Youth Truth Questions-Student Survey Does what you learn in school help you think about what you want to do when you grow up? Do the things that you learn in one subject help you in other subjects?	Baseline Jan 2022 23% 19%	*New* Baseline Jan 2022 23% 19%	20% 30%	25% 24%	30% 25%

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions, except for the following areas:

The following components of actions or actions were not implemented due to the following reasons:

- 1.5 Transportation: no longer needed.
- 1.11 Universal TK: N/A there were no TK students during the 2023-2024 school year.

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district we had to pivot many times and prioritize student health, instead of prioritizing planned initiatives. Due to this some of the desired outcomes were not met over a three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- CAST results are not at the level that we had desired; however, this is a new assessment and determining actual baseline will be important in determining growth. This is only provided to 5th grade students and so the sample size is very low.
- We have not seen the 2% growth in Star Reading and Star Early Literacy that we desired; however, we did see this increase in CAASPP

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- % met/exceeded CAASPP ELA increased by 10% from 2019 to 2023 (in spite of COVID learning loss impact)
- % met/exceeded CAASPP Math increased by 16% from 2019 to 2023 (in spite of COVID learning loss impact)
- 100% Students with Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home
- 0 Williams Complaints
- 0 misassignments
- 100 % of elementary students (including unduplicated and students with exceptional needs) enrolled in ELA, math, social science, VAPA, health, PE, (other local) As measured by the self-reflection tool.
- 100% of ELs have access to CA Content Standards and ELD Standards as measured by the self-reflection tool. 100% met the implementation of Academic Standards by the self-reflection tool.
- We have increased the percent positive rate for the following Youth Truth Questions: I receive regular feedback about my child's progress.; My school sets high expectations for students; Does what you learn in school help you think about what you want to do when you grow up?; Do the things that you learn in one subject help you in other subjects?
- Star Math increase of 11%, surpassing the 2% increase.

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

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Certificated Personnel -- Actuals came in higher than anticipated.
- 1.3 Professional Development -- most PD provided was offered through FREE resources and the District did not need to spend what was budgeted.
- 1.5 Transportation: Due to lack of student participation, the home to school bus system is not feasible. This expense is no longer needed.
- 1.8 English Learner Support - the actuals came in higher than anticipated. New bilingual assistant was hired at a higher rate of pay than budgeted.
- 1.11 Universal TK -- Due to lack of in-district TK enrollment, the District is offering TK classes through a local district instead of an on-campus class.
- 1.12 Tutoring for Unduplicated Students - no funds spent due to lack of certificated teacher interest in tutoring after school. Next school year, the District is hiring a retired certificated teacher to offer after school tutoring to our students, targeting our unduplicated population.

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

Action: 1.1 Certificated Personnel: Effective

Effectiveness of Action: Effective

Metrics: Appropriately Credentialed Teachers

Credentialed teachers are essential for providing high-quality education, ensuring expertise in subject matter, and effectively supporting student learning and development. Data that demonstrates effectiveness for this action includes: 100% teachers and staff are fully qualified and appropriately credentialed based on their teaching assignment; 0 misassignments (teachers with credential teaching outside of content area); 23% higher than the county on the Youth Truth Staff Survey question of "I would recommend this school to a friend or colleague as a great place to work."; 15% higher than the county on the Youth Truth Family Question "My child is getting a high-quality education at this school."; and 6% higher than the county on Youth Truth Student Survey Question "Do you think your teacher cares about you?" This action is continued in 1.1 Exceptional Staff.

1.2 Common Core Curriculum Development

Effectiveness of Action: Effective

Metrics: Instructional Materials, CA Dashboard

The Common Core Curriculum is important for ensuring consistent, high-quality education across schools, promoting critical thinking, and preparing students with the skills needed for college and careers. Data that demonstrates effectiveness for this action includes: English Language Arts: 36 points above standard (compared to 14 points below standard for the state); Mathematics: 23 points above standard, increased 4 points (compared to 49 points below standard for the state); 100% of students have access to own copies of standards-aligned instructional materials for use at school and at home; 0 Williams Complaints; 16% higher than the county on the Youth Truth Student Survey Question "When you make a mistake, does your teacher help you correct it?"; 6% higher than the county on the Youth Truth Student Survey Question "Do you learn interesting things in school?" This action is continued in 1.2 Implementation of the Standards.

1.3 Professional Development,

Effectiveness of Action: Effective

Metrics: Youth Truth Staff Survey

Professional development enhances teacher skills, staying current with educational best practices, and improving student outcomes. Data that demonstrates effectiveness for this action includes: 33% better than the county for the Youth Truth Staff Survey on the overall category of Professional development; 30% better than the county for the Youth Truth Staff Survey question of "My professional development over the last year has provided me with teaching strategies to better meet my students' needs."; 15% better than the county for the Youth Truth Staff Survey question of "My school sets high expectations for students." This action is continued in 1.3 Professional Development

1.8 Classified Personnel, 1.9 Intervention Services, 1.12 Tutoring for Unduplicated Students, 1.4 Ongoing Data Analysis, 1.10 Field Trips

Effectiveness of Action: Effective

Metrics: Youth Truth Survey, CAASPP, Star

Efforts to improve math and literacy outcomes for students include targeted interventions and the use of evidence-based instructional strategies and student engagement efforts. These efforts involved small group tutoring, additional resources (instructional materials and educational technology). This action is continued in 1.5 Academic Support. The following data demonstrates the effectiveness for these actions are the following:

- 46% making progress towards English Language Proficiency (2022 CA Dashboard, compared to 41% in 2019) in 2023 there were less than 11 English learners, so data is not available due to privacy.
- 50th percentile rank and above on STAR (Feb 2023) (Consolidated Summary Report): Reading: 63%; Math: 72%
- English Language Arts: 36 points above standard (50 points better than the state) (Note SED students are 23 points above standard, 66 points better than the state)
- Math: 23 points above standard (4 points better than 2023, 73 points better than the state) (Note SED students are 2 points above standard, 78 points better than the state)

1.6 Progress Monitoring

Effectiveness of Action: Effective

Metrics: Youth Truth Survey

Progress monitoring enables educators to assess student growth, guiding instructional strategies, and ensuring academic goals are met effectively. Systems were developed to monitor students with disabilities, EL's and RFEP students. The following data demonstrates the effectiveness for this action: 11% better than the county and 5% better than 2023 on the Youth Truth Parent Survey on the question "I receive

regular feedback about my child's progress." This action is embedded in 2.6 Attendance Strategies, 1.6 Students with Disabilities Support, and 1.5 Academic Support

1.7 Technology

Effectiveness of Action: Effective

Metrics: Device ratio

Providing technology to students is crucial for enhancing learning, fostering digital literacy, and preparing them for the modern workforce. It facilitates access to vast educational resources, supports personalized learning, and improves engagement and collaboration. Equipping students with technology skills is essential for their future success in a digital world. Effectiveness of this action is demonstrated by 100% of students have access to technology. Since technology is now engrained in our educational system, this action has become embedded in the new action "1.2 Implementation of the Standards" for the 2024-2025 LCAP.

1.5 Transportation: N/A the action is no longer needed.

1.11 Universal TK: N/A there were no TK students during the 2023-2024 school year.

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

For the 2024-2025 LCAP cycle we rearranged, consolidated and modified some actions based on reflections on prior practice and educational partner engagement. However, the overall goals of "Academic Engagement" and "Culture" remain the same.

Actions that remain in the LCAP under the same goal

- 1.3 Professional Development
- 1.11 Universal TK

Actions that were renamed to provide a broader area and align to a specific metric:

- 1.1 Certificated Personnel--->1.1 Exceptional Staff
- 1.2 Common Core Curriculum Development---> 1.2 Implementation of the Standards
- 1.9 Intervention Services---> 1.7 Academic Support
- 1.8 English Learner Support--> 1.6 Multilingual Learner Support

Actions that were combined into one action:

- 1.4 Ongoing Data Analysis and 1.6 Progress Monitoring -->Multi-Tiered System of Support
- 1.9 Intervention Services and 1.12 Tutoring for Unduplicated Students--> Academic Support
- 1.10 Field Trips (and others from goal 2)-->2.3 Relevant, Enriching and Engaging Opportunities
- 1.2 Common Core Curriculum Development and 1.7 Technology---> Implementation of the Standards

Actions that are no longer needed

- 1.5 Transportation

In the 2024-2025 LCAP all required metrics are associated with each action to assist in better analysis of each action. The following non required LCAP metrics will be removed for the 2024-2025 LCAP Cycle:

- Youth Truth Questions-Parent Survey: I receive regular feedback about my child's progress.; My school sets high expectations for students
- Youth Truth Questions-Student Survey: Does what you learn in school help you think about what you want to do when you grow up?; Do the things that you learn in one subject help you in other subjects?

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	Culture: West Side will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students, including low-socioeconomic, foster students, English learners, and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of available specials, clubs, and campus events available to students	Due to Covid -19 safety precautions, events were canceled and specials reduced.	9	4 (Creative Writers Club, Math Club, Band, Tutoring, and after care.)	4 (Creative Writers Club, Math Club, Band, Tutoring, and after care.)	Establish baseline for the number of clubs and other activities.
Student survey Selected Question "Do you like going to school?"	Student survey was not given.	Youth Truth Student Survey was administered January 2022. 99 students responded. 62% (10% above county average)	January 2023 99 students responded 36% (1% above county average)	January 2024: 75 students responded. Question changed to "Do you like going to school?" 39%	Increase the percent of students who respond positively to a local survey question by 5%
Expulsion	2019-2020 0%	2020-2021 0%	2021-2022 0%	2022-2023 0%	0%
Chronic Absenteeism Rate	2018-11.7% 2019-3.3.% 2020-no data 2021-no data	Local Data (April 2022): 5.4%	2022 CA Dashboard 8.2%	2023 Dashboard Status:21% Change: Increased 13% Color: Red	Chronic Absenteeism to remain below 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average daily attendance (ADA)	2018-2019: 95.5% 2019-2020: 96.64% 2020-2021: 98.13%	Local Data (April 2022): 95.7%	Local Data (April 2023): 93.7%	95.2% (Aug-Mar)	Maintain ADA at or above 96%.
Suspension Rate	2018: .5% 2019: 1.1% 2020: 0% 2021: 0%	Local Data (April 2022): 0%	2022 CA Dashboard 0%	2023 Dashboard Status:0% Change: Maintained 0% Color: Blue	Maintain suspension rate at less than .5%.
School Climate Local Indicator (Safety and connectedness) Youth Truth: Belonging Category Relationships Category "Do you like going to school" "Do you feel safe during school"	"Met" Student survey was not given.	"Met" Belonging: N/A Relationships: 89% "Do you like going to school": 62% "Do you feel safe during school" 79%	"Met" Belonging: 41% Relationships:85% "Do you like going to school": 36% "Do you feel safe during school" 76%	"Met" Local Indicator 2023 CA Dashboard Belonging: 40% Relationships:80% "Do you like going to school": 39% "Do you feel safe during school" 74%	"Met" Belonging: 50%+ Relationships:85%+ "Do you like going to school": 65%+ "Do you feel safe during school" 85%+
Safety- Youth Truth Data Staff: "I feel safe from harm while at my school." Students: "Do you feel safe during school"	Survey was not given.	January 2022 Staff: 95% Students: 79% Family: 87%	January 2023 Staff: 96% Students: 76% Family: 92%	January 2024 Staff: 95% Students: 74% Family: 94%	Staff: 90%+ Students: 85%+ Family: 90%+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family: "My child's learning environment is safe."					
Family Engagement Events	2020-21: 1 schoolwide parent/family events held	2021-2022 7 events	2022-2023 12 events Back to School Fair, Harvest Festival, parent conferences, awards and promotion ceremonies, Spring Open House, Dia de los Muertos, Dia del nino, Spring Music Concert, Cake Walk Fundraiser, Curriculum Night, Community Potluck, Jog-a-thon	2023-2024 12 events (so far) Welcome Back Coffee; Welcome Back Community Potluck; Curriculum Night; Volunteer Orientation; Parent-Teacher Conferences Week All-School Assemblies (bi-weekly & families attend); Jog-a-thon school event; Community Movie Night; Halloween Parade; Dia de los muertos; Coffee with the Principal; Career Week	Hold a minimum of 3 schoolwide parent/family engagement events
Parent Survey (Youth Truth Survey) # and % of parents/guardians responded to Youth Truth Family Survey	2020-2021: 36% of survey returns	Jan 2022 41% (56 respondents)	Jan 2023 86% (95 respondents)	Jan 2024 93% (102 respondents)	Increase to 50% respondent rate of families

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT) Report	Exemplary Rating on 2020 FIT Report	"Good" Rating on 2021 FIT Report (Metric added) # of Instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies) : 1 2	"Exemplary" Rating on 2022 FIT Report # of Instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies) :	"Exemplary" Rating on 2023 FIT Report 0 Instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	Maintain Exemplary Rating on FIT Report. 0 Instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)
Parent Conferences	2020-21: Virtual parent conferences	99-100% in all classes K-6th	95%+ in all classes K-6th	95%+ in all classes K-6th	Offer student/parent conferences with 100% attendance
English Learner Family Engagement Events that promote parental participation in programs for unduplicated pupils and individuals with exceptional needs	Due to Covid -19 safety precautions, events were canceled. Baseline to be established.	2021-2022 2 events	2022-2023 2 events (Dia de los Muertos, Dia del nino)	2023-2024 2 events (Dia de los Muertos, Dia del nino)	Two English Learner Family Engagement Events each year.
Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs	N/A	N/A	New metric (as measured by the 2022 Youth Truth Survey) 86% of Spanish-speaking parents/guardians feel engaged in their students school (compared to 90% of	100% of Spanish-speaking parents/guardians feel engaged in their students school (compared to 88% of English-speaking parents/guardians)	2-5% increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>English-speaking parents/guardians and compared to 71% for Sonoma County).</p> <p>71% of Spanish-speaking parents/guardians feel represented by parent/family groups (i.e. Parent-Teacher Association) at my school (compared to 71% of English-speaking parents/guardians and compared to 64% for Sonoma County) - as measured by the 2022 Youth Truth Survey</p>	100% of Spanish-speaking parents/guardians feel represented by parent/family groups (i.e. Parent-Teacher Association) at my school (compared to 75% of English-speaking parents/guardians)	

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year. There were no substantive differences in planned actions and actual implementation of these actions.

Challenges: The impacts of COVID-19 were the biggest challenges throughout the three-year period. As a district we had to pivot many times and prioritize student health, instead of prioritizing planned initiatives. Due to this some of the desired outcomes were not met over a three-year period (please note the desired outcomes were developed not knowing the real impacts of COVID-19)

- Chronic Absenteeism increased significantly due to the impacts of COVID-19

- We were not able to maintain ADA at or above 96% due to COVID, however we saw a 2% increase from 2022-2023 to 2023-2024
- Questions related to School Safety and School Connectedness did not improve to the levels that we desired, however, we are seeing growth in this area from 2022-2023.

Success: The following metrics accomplished the desired outcome for 2023-2024, demonstrating success towards meeting the goal:

- Baseline for the number of clubs and other activities established.
- Increase the percent of students who respond positively to a local survey question by 5%
- 0 Expulsions
- Maintain suspension rate at less than .5%.
- School Climate Local Indicator was "Met" each year.
- Staff and Families feel children are safe, however, students do not have the levels of feeling safe that we desired
- Maintain Exemplary Rating on FIT Report.
- 0 Instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)
- Two English Learner Family Engagement Events each year.

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

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.10 After School Enrichment - the District increased the ELOP funded offerings to the qualified students during non-instructional days, which included winter, spring, and summer camps through the local Boys & Girls Club, as well as after school enrichment Art, Garden, and Music classes.

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

Action 2.1 Positive Behavioral Interventions and Supports

Effectiveness of Action: Effective

Metrics: Suspension Rate, Youth Truth Survey

Positive Behavioral Interventions and Supports (PBIS) fosters a positive school climate and promotes student success by teaching and reinforcing positive behaviors. By creating a supportive and predictable environment, PBIS reduces disciplinary issues, enhances student engagement, and improves academic outcomes. This proactive approach emphasizes prevention, teaching, and reinforcement, rather than solely relying on punitive measures. Through PBIS, schools cultivate a culture of respect, responsibility, and safety, where all students can thrive socially, emotionally, and academically. Data to demonstrate effectiveness is our low suspension; our low expulsion rates rate; over 90% and 3% better than the count on the Youth Truth Survey Question "Does your teacher want you to do your best?". This action is continued in the new LCAP as action 2.1 School Safety.

Action 2.2 Second Step Program, 2.3 Mindfulness, 2.4 Mental Health Services; 2.5 Surveys, 2.7 Build School Culture, 2.10 After School Enrichment

Effectiveness of Action: Effective

Metrics: Local Indicator (School Climate); Administration of Youth Truth Survey

A positive school climate is essential for fostering student well-being, promoting academic achievement, and creating a safe, inclusive, and supportive environment for learning and growth. Providing social-emotional support is crucial for students' overall well-being, academic success, and personal development. It helps build resilience, improve emotional regulation, and foster positive relationships, leading to a more supportive and effective learning environment. These actions group together demonstrate effectiveness through the following data: Local Indicator (School Climate) at "Met" status; 8% increase in the percentage of students who agree with the following statement "When I'm feeling upset, I know some ways to make myself feel better." (15% higher than the county); 3% increase in the percentage of students who agree with the following statement "Are students friendly to you?" (15% higher than the county); 8% increase in the percentage of students who agree with the following statement "When I'm feeling upset, I know some ways to make myself feel better." (15% higher than the county); 17% increase in the percentage of teachers who feel "My professional development over the last year has provided me with teaching strategies to better meet my students' needs." (30% higher than the county); we saw an increase in our participation rate on the Youth Truth Surveys: 21 Staff (100% response rate); 107 Families (93% response rate); 75 Students (100% response rate). In addition, we organized the following events to support school climate Back to School Fair, Harvest Festival, parent conferences, awards and promotion ceremonies, Spring Open House and participated in the following events Healdsburg Parade, Young Authors Writing Contest, County Spelling Bee. These actions are continued in the new LCAP as action 2.2 Health and Wellness.

Action 2.6 Attendance Strategies

Effectiveness of Action: Needs Additional Support (Better than the state, however, significant increase)

Metrics: Chronic Absenteeism

Monitoring attendance and addressing chronic absenteeism is crucial for ensuring that students are present and engaged in their education. COVID-19 and quarantine procedures significantly impacted attendance rates and Chronic Absenteeism Rates for many years. The impact of this was still demonstrated in the 2023 CA Dashboard and likely for years to come as parents are less likely to send their children to school when sick. On the 2023 CA Dashboard we were 3% less than the state on Chronic Absenteeism, however, we increased our Chronic Absenteeism rate by 13%. This action is continued in the new LCAP as action 2.6 Attendance Strategies.

Action 2.11 Physical Environment

Effectiveness of Action: Effective

Metrics: FIT Report

Quality facilities are essential in providing an optimal learning environment for students. They contribute to physical safety, comfort, and overall well-being, allowing students to focus on their studies without distraction. Well-maintained facilities also support various educational activities, including hands-on learning and extracurricular programs, enriching the overall educational experience. Data to support the effectiveness of this action includes: 0 instances where facilities do not meet the "good repair" standard, and 100% schools meet the overall "exemplary" rating on the Facilities Inspection Tool (FIT) Report. This action is continued in LCAP action 2.5 Physical Environment.

Action 2.8 Family Engagement Events/Opportunities and Action 2.9 Translation Services

Effectiveness of Action: Effective

Metrics: # of events offered, Local Indicator (Family Engagement)

English Learner family engagement events foster inclusion, supporting language development, and empowering families to actively participate in their children's education. For this year we had the following events: dia del muertos, dia del nino. Our Local Indicator (Family Engagement) was at the "met" level. This action is continued within LCAP action 2.4 Family and Community Engagement

Action 2.12 Communication

Effectiveness of Action: Effective

Metrics: Youth Truth Participation

Effective communication with families is crucial for building strong partnerships, supporting student success, and creating a cohesive, engaged school community. Data that demonstrates effectiveness for this action is: 102 parents completed youth truth surveys (7 more than 2023); 5% increase in the percentage of families who responded positively to "I receive regular feedback about my child's progress." (11% higher than the county); 6% increase in the Communication and Feedback overall category (10% higher than the county). This action is continued within the new LCAP action 2.4 Family and Community Engagement.

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

For the 2024-2025 LCAP cycle we rearranged, consolidated and modified some actions based on reflections on prior practice and educational partner engagement. However, the overall goals of "Academic Engagement" and "Culture" remain the same.

Actions that remain in the LCAP under the same goal area:

- 2.6 Attendance Strategies (now 2.4)
- 2.11 Physical Environment (now 2.6)

Actions that were renamed:

- 2.9 Translation Services--> 1.7 Multilingual Learner Support
- 2.8 Family Engagement Events/Opportunities and 2.12 Communication and 2.5 Surveys--> 2.5 Family and Community Engagement
- 2.7 Build school culture--> 2.3 Relevant, Enriching and Engaging Opportunities

Actions that were combined into one action:

- 2.2 Second Step Program; 2.3 Mindfulness; -2.4 Mental Health Services--> 2.2 Health and Wellness
- 2.1 Positive Behavioral Interventions and Supports--> 2.1 School Safety
- 2.10 After School Enrichment--> 2.3 Relevant, Enriching and Engaging Opportunities
- 2.8 Family Engagement Events/Opportunities, 2.12 Communication, and 2.5 Family and Community Engagement

In the 2024-2025 LCAP required metrics are associated with each action to assist in better analysis of the actions and overall goal.

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
West Side Union Elementary School District	Rima Meechan Superintendent/Principal	rmeechan@westsideusd.org 707-433-3923, x24

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.

West Side School is a small, rural, TK-6 elementary school currently serving approximately 137 students with 20 full and part-time staff. Nestled in an agricultural valley 70 miles north of San Francisco in Sonoma County, California, the school is about two miles outside the city of Healdsburg. On the "west-side" of the Russian River, the campus is bounded by two creeks, an organic farm, and a country road. The school maintains nine classrooms, offering one class per grade, and a Resource Specialist (RSP) classroom. Our district has 137 students in K-6, 37% are socioeconomically disadvantaged, 5% English Language Learners, and 0% Foster Youth.

West Side School was founded over 60 years ago when five one-room schools merged. The District still maintains the original one-room schoolhouse--Felta Schoolhouse--built in 1906. The school is described as providing "family-style" education, and has a high degree of parental and community involvement. The real strength of the school is often attributed to its small size, shared vision, and shared responsibilities. Small school size has many advantages. Students at West Side are encouraged to take responsibility for their own learning. Activities are individualized, experiential, and relevant to the world outside of school. Parents actively participate in the educational process and, as a result, interpersonal relations between and among students, teachers, staff, and administrators are generally positive.

The past 7 years have been a challenging time for our community as we have been impacted by:

- Natural disasters (2017 Tubbs Fire, 2018 Camp Fire, PG&E Power Shut Off Days, 2019 Russian River Flooding, 2019 Kincade Fire, 2020 Walbridge Fire, 2020 Glass Fire, 2023 Localized Flooding) which resulted in additional social-emotional support needed and learning loss due to school closures, loss of homes, fear of losing home, family members losing home, air quality school closure
- Global pandemic, COVID-19, resulting in significant learning loss and constant instructional changes (distance learning and health protocols).

All information related to our LCAP can be found at our LCAP Hub: <https://sites.google.com/westsideusd.org/wsuesd-lcap-hub/2024-2025>

****There are no schools in the district 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.

Successes based on CA Dashboard and Local Data

State indicators where the LEA/School received "green" or "blue" performance level on the 2023 Dashboard for "all students"

- English Language Arts (Green)
- Mathematics (Green)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2023 Dashboard:

- White Subgroup: English Language Arts (Green), Mathematics (Blue), Suspension Rate (Blue)
- Hispanic Subgroup: Suspension Rate (Blue)
- Socioeconomically Disadvantaged: Suspension Rate (Blue)

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

Challenges based on CA Dashboard and Local Data:

Overall indicators where the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2023 Dashboard for "all students"

- Chronic Absenteeism (Red)

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard:

-White Subgroup: Chronic Absenteeism (Red)

-Socioeconomically Disadvantaged: Chronic Absenteeism (Red)

Reference

<https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=4971001&scode=&reporttype=schools>

Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

-2.4 Attendance Strategies

-2.3 Relevant, Enriching and Engaging Opportunities

REQUIRED ACTIONS

The State of California requires the following actions to be included in a district LCAP:

-Students with Disabilities Required Action is found under action 1.6 Students with Disabilities Support

-English Learners and Long-Term English Learners Required Action: N/A our district has less than 30 English Learners and less than 15 Long-Term English Learners (LTEL)

-Technical Assistant Required Actions: N/A for our district

-2023 CA Dashboard Required Actions are found under LCAP actions: 2.4 Attendance Strategies; 2.3 Relevant, Enriching and Engaging Opportunities (see details above)

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
Teachers	Staff meeting (April 10, 2024), Youth Truth Survey (Jan 2024), LCAP Hub Feedback Opportunities (Mar-May 2024) At our staff meetings, we reviewed the YT survey results, the LCAP, the CA Dashboard, CAASPP results, and discussed targeted supports for our unduplicated students. We're continuing with reading intervention, dyslexia screening, and after school tutoring.
Principals/ Administrators	Leadership Team Meeting (Feb 2024), Ongoing Feedback (Mar-May 2024) Meeting at SCOE focused on Youth Truth data, CA Dashboard information and how it relates to the LCAP goals. Shared ideas about how to use funds to support our foster youth, homeless youth, and SED students.
Other school personnel	Classified: Youth Truth Survey (Jan 2024), LCAP Hub Feedback Opportunities (Mar-May 2024) Shared information at our classified assistants meeting and discussed how to monitor students behaviors during recesses times to ensure that students are included and feel safe.
Local bargaining units of the LEA	Review of LCAP was provided to local bargaining unit representatives for review and feedback (March 2024). Shared the LCAP with the union representatives and they had no input or suggested revisions.
Parents	Parent meetings, LCAP emails (April 2024), Youth Truth Survey (Jan 2024)
Students	Youth Truth Survey (Jan 2024)

Educational Partner(s)	Process for Engagement
SELPA (Special Education Local Plan Area Administrator)	The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities). (April 2, 2024)
Parent Advisory Committee/ Schoolsite Councils / School Plans	As a single school district, our LCAP serves as our school plan. Site Council also serves as our Parent Advisory Committee (PAC). School Site Meeting (April 17, 2024) to discuss LCAP, LCAP Hub (Mar-May 2024). In May 2024, the superintendent responded, in writing, to comments received from the Parent Advisory Committee and can be found on the LCAP Hub. We reviewed the 2023-24 Youth Truth Family Survey Results and had discussion about the data. The Site Council would like to design an additional survey for students that will go deeper and gather more specific feedback from them. Overall, they felt the results were very positive and were happy that the participation rate increased from 39% to 93%. Site Council also viewed the slideshow presentation from the Superintendent-Principal and no changes or suggestions were made to the LCAP goals.
District English Learner Advisory Council (DELAC)	N/A the English Learner enrollment does not necessitate a DELAC.
Student Advisory Groups	N/A district is only K-6
Community (Public Notification)	The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed) (May 2024). The LCAP was sent to the school community in the district's bi-weekly newsletter. No comments or suggested changes were offered from the community.
Governing Board/Community (Public Hearing)	The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local

Educational Partner(s)	Process for Engagement
	control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) (6/11/2024)
Governing Board (Adoption: Public Meeting)	The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. (6/18/2024)

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

LCAP engagement supported 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. For the 2024-2025 LCAP cycle, based on educational partner engagement, we rearranged, consolidated and modified some actions based on reflections on prior practice and educational partner engagement. However, the overall goals of "Academic Engagement" and "Culture" remain the same.

-Added the following descriptor to Goal 1 description "Reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard."

Actions that were renamed:

- 1.1 Certificated Personnel became the NEW 1.1 Exceptional Staff
- 1.9 Intervention Services became the NEW 1.7 Academic Support
- 1.8 English Learner Support became the NEW 1.6 Multilingual Learner Support
- 2.9 Translation Services became the NEW 1.7 Multilingual Learner Support
- 2.8 Family Engagement Events/Opportunities and 2.12 Communication and 2.5 Surveys combined to form the NEW 2.5 Family and Community Engagement
- 2.7 Build school culture became the NEW 2.3 Relevant, Enriching and Engaging Opportunities
- 2.1 Positive Behavioral Interventions and Supports became the NEW 2.1 School Safety
- 2.10 After School Enrichment became the NEW 2.3 Relevant, Enriching and Engaging Opportunities

Actions that were combined into one action:

- 1.4 Ongoing Data Analysis and 1.6 Progress Monitoring combined to form the NEW 1.4 Multi-Tiered System of Support
- 1.9 Intervention Services and 1.12 Tutoring for Unduplicated Students combined to form the NEW 1.5 Academic Support
- 1.10 Field Trips (and others from goal 2) combined to form the NEW 2.3 Relevant, Enriching and Engaging Opportunities
- 1.2 Common Core Curriculum Development 1.7 Technology and 1.11 Universal TK combined to form the NEW 1.2 Implementation of the Standards
- 2.2 Second Step Program; 2.3 Mindfulness; -2.4 Mental Health Services combined to form the NEW 2.2 Health and Wellness
- 2.8 Family Engagement Events/Opportunities, 2.12 Communication became the NEW 2.4 Family and Community Engagement

Actions that are no longer needed
-1.5 Transportation

Details of educational partner engagement can be found on our LCAP Hub under "Educational Partner Engagement"
<https://sites.google.com/westsideusd.org/wsuesd-lcap-hub/home>

In the 2024-2025 LCAP all required metrics are associated with each action to assist in better analysis of each action. Non required LCAP metrics were removed for the 2024-2025 LCAP Cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Engagement and Support Increase academic achievement and engagement of all students through effective instruction guided by assessment results, state standards, and research-based support strategies. Reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.	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 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a student to be successful academically and if they are not being successful then determine ways to support them to become successful. The actions and metrics grouped together demonstrate all the components necessary to help students learn and understand the academic standards and frameworks and provide support when needed to help reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CLEAR CREDENTIAL (Local Indicator-CA Dashboard) % authorized by a clear or preliminary credential	2023-2024 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or authorized by a local assignment option (LAO)					
1.2	<p>INSTRUCTIONAL MATERIALS (Local Indicator-CA Dashboard) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home</p> <p># of Williams Complaints</p>	<p>2023-2024 0% 0 Complaints</p>			0% / 0	
1.3	<p>IMPLEMENTATION OF THE STANDARDS (Local Indicator-CA Dashboard) See local Indicator report for detailed version. https://www.caschooldashboard.org/reports/49710010000000/2023</p> <p>For each content area, list implementation status for: -PL: Professional Learning -IM: Instructional Materials -DI: Delivering Instruction</p> <p>1 - Exploration &</p>	<p>2023 Dashboard: "Standard Met"</p> <p>ELA: PL: 5 IM:5 DL:5 ELD: PL: 5 IM:5 DL:5 Math: PL: 5 IM:5 DL:5 NGSS: PL: 3 IM:3 DL:5 History/SS: PL: 3 IM:3 DL:5</p>			<p>"Standard Met"</p> <p>ELA: PL: 5 IM:5 DL:5 ELD: PL: 5 IM:5 DL:5 Math: PL: 5 IM:5 DL:5 NGSS: PL: 4 IM:4 DL:5 History/SS: PL: 4 IM:4 DL:5</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability					
1.4	ENGLISH LEARNER ACCESS (Local Data) % with access to CA Standards, including ELD Standards	2023-2024 100%			100%	
1.5	COURSE OF STUDY (Local Indicator-CA Dashboard) % of students who have access to a broad course of study (see local indicator report for more details)	2023-2024 100%			100%	
1.6	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2023 Status:36 above standard Change: Declined 8 points Color: Green			Maintain "above standard" status.	
1.7	MATH ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2023 Status:23 above Change: Increased 4 points Color: Green			Maintain "above standard" status.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	SCIENCE (CAST) % met or exceed	2023 37%			41%+	
1.9	PHYSICAL FITNESS TEST (PFT) (SARC) Participation Rate	2023-2024 5th: 100%			100%	
1.10	ENGLISH LEARNER PROGRESS (ELPI) (CA Dashboard) % of English learners making progress towards English Language Proficiency (CA Dashboard)	Less than 11 students - data not displayed for privacy			N/A OR above state average if we have data.	
1.11	RECLASSIFICATION RATE (Local Data) % of Ever- EL's considered RFEP	2022-2023 24% 2023-2024 36%			Maintain above 30% RFEP OR 0 LTELs	
1.12	SUBGROUPS PERFORMANCE (CA Dashboard) # of Subgroups at the "red performance level" on one or more state indicators.	2023 0			0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	UNDUPLICATED PROGRAMS AND SERVICES (Local Data) % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2023-2024 100%			100%	
1.14	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES (Local Data) % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model.	2023-2024 100%			100%	
1.15	Not Applicable Items A-G CTE CTE and A-G College and Career Indicator AP Exams Graduation Rate	N/A			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	HS/MS Dropout Rate					

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	Exceptional Staff	Utilize effective strategies to hire and retain highly qualified, effective and professional staff. <ul style="list-style-type: none">Personnel: Maintain well qualified and highly effective certificated and classified personnel to positively impact student achievement.Recruitment: For vacancies, complete extensive recruitment efforts to hire a credentialed teacher by posting the position and reaching out to partners.	\$845,194.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Implementation of the Standards	<p>Ensure implementation of the standards and frameworks.</p> <ul style="list-style-type: none"> • Broad Course of Study: Provide all students access to a broad course of study (English, Math, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education) • Standards/Frameworks: Ensure instruction on standards or frameworks. • Benchmarks: Evaluate and adjust benchmarks to continue to improve alignment targeted to serve English Learners, foster youth, and students who qualify for free and reduced meals. • Curriculum and Instructional Materials: Assess curriculum, identify gaps & develop/order new curriculum as needed, especially instructional materials that provide additional support and assistance to students who may be struggling. • Common Planning Time: Provide common planning time for teachers to collaborate with one another regarding curriculum development and lesson planning • Chromebooks and Hotspots: Provide technology, such as Chromebooks and hotspots, to unduplicated students. • Technology Replacement: Replace non-functioning Chromebooks • Transitional Kindergarten: Offer transitional kindergarten at a local district. 	\$30,900.00	No
1.3	Professional Development	<p>Provide professional learning to improve teaching and learning, especially in helping to reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.</p> <ul style="list-style-type: none"> • ELD Curriculum Common Core Curriculum for ELD Curriculum targeted to serve English Learners. • Project-based learning and appropriate grade-level assessment targeted to serve English Learners, foster youth, and students who qualify for free and reduced meals. • Classified Support How classified staff can support our EL students, foster youth, students who qualify for free and reduced meals and students with disabilities, academically and socially-emotionally. • Teaching Strategies: Enhance professional development to ensure teaching strategies meet students' needs. 	\$16,089.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • SEL PD: Provide professional development for social emotional programs, such as PBIS, Second Step, and Mindfulness • Restorative Practices • Belonging and Culture: As a staff identify ways to increase belonging & culture with shared practices across grade levels and developmentally appropriate 		
1.4	Multi-Tiered System of Support	<p>Develop, implement and refine a set of practices and processes schools can use to meet the academic, behavioral, social and emotional needs of all students, especially low-income, English Learners, and foster youth.</p> <ul style="list-style-type: none"> • Benchmark Data: Ongoing data analysis of benchmark data during common planning time to adjust instruction based on student results with a focus on English Learners, foster youth, students who qualify for free and reduced meals. • Trimester Reflections: Track and reflect on student achievement data at least each trimester for all unduplicated subgroups. • Additional Support: Identify students that need additional support and differentiate for all unduplicated students, as needed. • 504 Progress: Continue to track and monitor the progress on identified students with 504s (Star data) 	\$2,239.00	Yes
1.5	Academic Support	<p>Provide academic support to identified students, especially low-income, English Learners, foster youth.</p> <ul style="list-style-type: none"> • Reading/Math Support Unduplicated students will receive additional reading and/or math support. • Curriculum: Implement Reading and Math Intervention Curriculum (Fountas and Pinnell) targeted to serve English Learners, foster youth, students who qualify for free and reduced meals. • Tutoring: Provide after school tutoring to unduplicated students. 	\$70,271.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Students with Disabilities Support	<p>All students in our school, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support.</p> <ul style="list-style-type: none"> • Least restrictive environment: Provide special education services to students with disabilities in the least restrictive environment. • IEP Progress: Continue to track and monitor the progress on identified IEP goals for students with disabilities (Star data) • Classified Support: Professional development for our classified staff on how to support our IEP students both academically and socially-emotionally. 	\$201,049.00	No
1.7	Multilingual Learner Support	<p>Improve English proficiency and educational outcomes for our Multilingual Learners.</p> <ul style="list-style-type: none"> • English Language Acquisition Program: Provide integrated and designated ELD to English Learners. • Access to Common Core Standards: Ensure all English Learners have access to common core standards. • Bilingual Intervention Aide: Provide academic assistance to English Learners (Bilingual Intervention Aide) • Family Engagement Events: Expand opportunities for English Learner families to participate in family engagement events (Dia de los Muertos, Dia del Nino). • RFEP Monitoring: Track and monitor the progress on EL and reclassified fluent English proficient (RFEP) students • Translation/ Multilingual Family Support: Provide written translation for district and school documents for EL students and their families. 	\$79,861.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Culture: Create a safe, positive, engaging and welcoming school environment that promotes the development of cognitive skills and the social emotional well-being of all students, especially student groups indicated by the CA Dashboard.	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)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a positive school culture that is welcoming, safe, well maintained. The actions and metrics grouped together demonstrate all the components necessary for developing a positive, safe school culture and climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FACILITIES (Local Indicator-FIT Report) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 0			0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	FACILITIES (Local Indicator-FIT Report) % schools meet the overall "good" or "exemplary" rating on FIT Report.	2023-2024 100% (Exemplary Rating)			100%	
2.3	FAMILY INPUT (Youth Truth Survey) (Efforts to seek parent input in decision making) # parent/guardian respondents	2023-2024 102			90+	
2.4	FAMILY ENGAGEMENT (Local Indicator- CA Dashboard) See local Indicator report for detailed version. https://www.caschooldashboard.org/reports/49710010000000/2023 Ratings 1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability	2023 Overall: "Standard Met" Building Relationships Relationships: 5 Welcoming: 4 Professional Development: 5 Communication: 4 Developing Partnerships Professional Learning: 4 Information and Resources: 4 Supporting Students: 4 Supporting Families: 4 Seeking Input Engaging Families: 4 Family Engagement: 4			"Standard Met" Building Relationships Relationships: 5 Welcoming: 5 Professional Development: 5 Communication: 5 Developing Partnerships Professional Learning: 4+ Information and Resources: 4+ Supporting Students: 4+ Supporting Families: 4+ Seeking Input	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family Input: 4 Opportunities to Work Together: 4			Engaging Families: 4+ Family Engagement: 4+ Family Input: 4+ Opportunities to Work Together: 4+	
2.5	FAMILY SURVEY (Youth Truth) "My school creates a friendly environment."	2023-2024 99%			95%+	
2.6	PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Youth Truth-% Positive Rate) Due to the small sample size (as a rural/small district) we will use schoolwide data "I feel engaged with my school." Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2023-2024 Survey: 85% Rating: Full Implementation			85%+ Full and Sustainable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	SUSPENSION RATE (CA Dashboard)	2023 Status:0% Change: Maintained 0% Color: Blue			Less than 3%	
2.8	EXPULSION RATE (Dataquest)	2022-2023 0%			0%	
2.9	SAFE AT SCHOOL (Youth Truth-% Positive Rate) Students: "Do you feel safe during school" Parents: "My child's learning environment is safe" Staff: "I feel safe from harm while at my school."	2023-2024 Students: 74% Parents: 94% Staff: 95%			Students: 80%+ Parents: 90%+ Staff: 90%+	
2.10	SCHOOL CONNECTEDNESS (Youth Truth) Students "'Do you like going to school" Overall Category: Relationships and Engagement	Jan 2024 Students Like School: 39% Overall Category of Relationships: Students: 80% Family: 100% Staff: 100% Overall Category of Engagement: Students: 83%			Like School: 45%+ Relationships: 85%+ Engagement: 85%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family: 83% Staff: 100%				
2.11	LOCAL CLIMATE SURVEY (Local Indicator- CA Dashboard) See local Indicator for detailed version. https://www.caschooldashboard.org/reports/49710010000000/2023	2023 "Standard Met"			"Standard Met"	
2.12	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2023 Status:21% Change: Increased 13% Color: Red			Less than 15%	
2.13	ATTENDANCE RATE (Local Data, Aug-March)	Aug-March 95.2%			95%+	

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	School Safety	<p>Ensure students, staff, and families feel safe on campus.</p> <ul style="list-style-type: none"> • PBIS: Implement Positive Behavioral Interventions and Supports - Tier I, II, and III strategies. • Supervision: Provide supervision during each recess period. 	\$0.00	No
2.2	Health and Wellness	<p>Develop, refine and enhance strategies that excite students about coming to school, help students feel more connected and help students feel a sense of belonging</p> <ul style="list-style-type: none"> • Social-Emotional Learning Programs: Continue to implement Second Step, a Social Emotional Learning (SEL) Program in Grades K-6 <p>In teacher-facilitated group settings, students connect with the content, each other, and the teacher as they build new social-emotional skills Variety in media, activities, and interactive components helps engage every learner and provide opportunities for culturally relevant teaching The look and feel of each grade's lessons evolve as students grow into new developmental stages</p> <ul style="list-style-type: none"> • Counseling: Provide mental health services/school counseling services up to 12 hours a week • Psychologists: Utilize the school psychologist to provide resources to staff, students and families • Partnerships: Partner with local health organizations • Website: Communicate mental health resources on school website • Mindfulness: Implement Mindfulness curriculum school-wide, Provide time within the schedule for mindfulness practices • Physical Education: Provide PE to students 	\$51,987.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Relevant, Enriching and Engaging Opportunities	<p>Provide opportunities for students to increase student engagement:</p> <ul style="list-style-type: none"> • After School: Expand opportunities for students to participate in after school enrichment, specifically unduplicated students. • Clubs: Expand opportunities (internally or by partnering with outside organizations) for students to participate in clubs and other activities on campus. • Incentives: Continue and revise student incentives (such as Power Paws Given to Students) • Continue to do class meetings, all-school assemblies and buddy classes (upper-lower grades) • Field Trips: Continue active learning by providing field trips. Maintain or increase the number of classroom field trips • Career Day: Implement a Career Day for students to see how learning is relevant to future career opportunities. 	\$47,566.00	No
2.4	Family and Community Engagement	<p>Support efforts for families and school staff to work together to support and improve students' learning, development, and health. Promote parental participation in programs for low income, English learners, foster youth pupils, and students with special needs.</p> <ul style="list-style-type: none"> • Events: Hold school orientations and engagement events (i.e., Back to School Fair, Harvest Festival, parent conferences, awards and promotion ceremonies, Spring Open House, Dia de los Muertos, Dia del nino, Spring Music Concert, Cake Walk Fundraiser, Curriculum Night, Community Potluck, Jog-a-thon) • Local Events: Continued participation in local events (i.e., Healdsburg Parade, Young Authors Writing Contest, County Spelling Bee) • Volunteer Opportunities: Continue to foster volunteer opportunities on campus • Surveys: Conduct district wide climate surveys, Outreach to parents to increase Youth Truth parent input • Foundation: Continue to partner with Felta Education Foundation (FEF) • Communication: Send a regular, weekly newsletter, or other communication, to all families, 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Conferences: 2nd week of conferences in March for struggling students ("at risk academically") 		
2.5	Physical Environment	Provide and maintain clean and safe school facilities that support student engagement and positive school culture <ul style="list-style-type: none"> Ensure facilities are in good repair. Classified personnel to maintain facilities and conduct FIT report each year. Continue the use of furniture and equipment that supports 21st century learning Ensure a safe and welcoming school environment (facilities, furniture, landscape, painting, etc) 	\$85,270.00	No
2.6	Attendance Strategies	Implement and explore evidence-based practices to improve the Chronic Absenteeism rate. <ul style="list-style-type: none"> Families: Continued communication with families regarding the importance of regular attendance (i.e., school and classroom newsletters) Teachers/Staff: Communication to staff/teachers regarding attendance (school-wide and individual students) Letters: Truancy letters/meetings Phone calls: Personal calls when students are at risk of becoming or are chronically absent Student Progress: Continue to track and report student progress more often during school year including: monthly attendance audit, biweekly chronic absenteeism review, daily individual student review as necessary 	\$0.00	No

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
\$93,078	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.386%	0.167%	\$2,582.00	6.553%

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
1.4	<p>Action: Multi-Tiered System of Support</p> <p>Need: "California’s MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated</p>	<p>This action addresses the need by utilizing MTSS to monitor, evaluate and determines corrective action based on data, especially as it relates to students in need, especially low-income students, English Learners, and Foster Youth (if applicable).</p> <p>A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it a research-based approach that provides a comprehensive framework for identifying and addressing diverse needs through</p>	CA Dashboard Data (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
	<p>system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students."</p> <p>Low-income students are performing lower than all students on CA Dashboard</p> <ul style="list-style-type: none"> Chronic Absenteeism: 28% (compared to 21%) <p>Scope: LEA-wide</p>	<p>tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the MTSS Framework is specifically designed to address these student groups' identified needs.</p>	
1.5	<p>Action: Academic Support</p> <p>Need: Our low-income students are scoring lower than "all students" for the district in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>This action addresses this need by providing additional academic support to students who are struggling and analyzing data to determine resources to improve outcomes.</p> <p>Individualized and group intervention support is the most effective use of funds to meet the needs of low-income students because it allows for tailored instruction based on each students' learning needs. By providing targeted support, students can receive the specialized assistance necessary to accelerate academic progress.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is</p>	Distance away from standard met for ELA and Math for low-income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		designed to address these student groups' identified needs.	

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
1.7	<p>Action: Multilingual Learner Support</p> <p>Need: "California's mission for English Learners is "California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California." The district has had less than 11 English Learners and so data is not publicly available. However, we continue to support English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action addresses the need by providing support necessary for improving outcomes for English Learners.</p> <p>Individualized and group intervention support is the most effective use of funds to meet the needs of English Learners because it allows for tailored instruction based on students' unique language proficiency levels and learning needs. By providing targeted support, students can receive the specialized assistance necessary to accelerate their language acquisition, academic progress, and overall success.</p>	English Learner Progress Indicator- if applicable.

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.

N/A

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.

N/A

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	1,457,535	93,078	6.386%	0.167%	6.553%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,049,668.00	\$317,614.00	\$18,798.00	\$44,346.00	\$1,430,426.00	\$1,225,888.00	\$204,538.00

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	Exceptional Staff	All	No			All Schools	ongoing	\$845,194.00	\$0.00	\$845,194.00				\$845,194.00	
1	1.2	Implementation of the Standards	All	No			All Schools	ongoing	\$0.00	\$30,900.00	\$8,200.00	\$22,700.00			\$30,900.00	
1	1.3	Professional Development	All	No			All Schools	ongoing	\$0.00	\$16,089.00	\$102.00	\$15,000.00		\$987.00	\$16,089.00	
1	1.4	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$2,239.00	\$2,239.00				\$2,239.00	
1	1.5	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$65,271.00	\$5,000.00	\$28,802.00	\$13,621.00		\$27,848.00	\$70,271.00	
1	1.6	Students with Disabilities Support	Students with Disabilities	No			All Schools	ongoing	\$99,055.00	\$101,994.00		\$185,538.00		\$15,511.00	\$201,049.00	
1	1.7	Multilingual Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$79,111.00	\$750.00	\$79,861.00				\$79,861.00	
2	2.1	School Safety	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Health and Wellness	All	No			All Schools	ongoing	\$51,987.00	\$0.00		\$33,189.00	\$18,798.00		\$51,987.00	
2	2.3	Relevant, Enriching and Engaging Opportunities	All	No			All Schools	ongoing	\$0.00	\$47,566.00		\$47,566.00			\$47,566.00	

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	2.4	Family and Community Engagement	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.5	Physical Environment	All	No			All Schools	ongoing	\$85,270.00	\$0.00	\$85,270.00				\$85,270.00	
2	2.6	Attendance Strategies	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

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
1,457,535	93,078	6.386%	0.167%	6.553%	\$110,902.00	0.000%	7.609 %	Total:	\$110,902.00
								LEA-wide Total:	\$31,041.00
								Limited Total:	\$79,861.00
								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	1.4	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,239.00	
1	1.5	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,802.00	
1	1.7	Multilingual Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$79,861.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,254,573.00	\$1,254,118.00

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	Certificated Personnel	No	\$760,214.00	802,956
1	1.2	Common Core Curriculum Development	No	\$15,276.00	15,276
1	1.3	Professional Development	Yes	\$15,102.00	5,250
1	1.4	Ongoing Data Analysis	Yes	\$2,239.00	2,239
1	1.5	Transportation	Yes	\$19,372.00	0
1	1.6	Students with Disabilities Support	No	\$195,325.00	178,280
1	1.7	Technology	Yes	\$5,500.00	6,492
1	1.8	English Learner Support	Yes	\$40,922.00	61,202
1	1.9	Intervention Services	Yes	\$45,776.00	49,788
1	1.10	Field Trips	No	\$6,000.00	5,000
1	1.11	Universal TK	No	\$26,926.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Tutoring for Unduplicated Students	Yes	\$1,541.00	0
2	2.1	Positive Behavioral Interventions and Supports	No	\$0.00	0
2	2.2	Second Step	No	\$500.00	500
2	2.3	Mindfulness	No	\$0.00	0
2	2.4	Mental Health Services	No	\$15,000.00	10,293
2	2.5	Surveys	No	\$0.00	0
2	2.6	Attendance Strategies	No	\$0.00	0
2	2.7	Build School Culture	No	\$100.00	39
2	2.8	Family Engagement Events/Opportunities	No	\$0.00	0
2	2.9	Translation Services	Yes	\$645.00	425
2	2.10	After School Enrichment (Unduplicated)	Yes	\$12,915.00	25,256
2	2.11	Physical Environment	No	\$86,520.00	86,422
2	2.12	Communication	No	\$4,700.00	4,700

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)
88,763	\$85,133.00	\$86,181.00	(\$1,048.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Professional Development	Yes	\$102.00	0		
1	1.4	Ongoing Data Analysis	Yes	\$0.00	0.00		
1	1.5	Transportation	Yes	\$19,372.00	0.00		
1	1.7	Technology	Yes	\$3,500.00	3,150		
1	1.8	English Learner Support	Yes	\$40,922.00	59,554		
1	1.9	Intervention Services	Yes	\$20,592.00	23,052		
1	1.12	Tutoring for Unduplicated Students	Yes	\$0.00	0		
2	2.9	Translation Services	Yes	\$645.00	425		
2	2.10	After School Enrichment (Unduplicated)	Yes	\$0.00	0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,544,040	88,763	0.00	5.749%	\$86,181.00	0.000%	5.582%	\$2,582.00	0.167%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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