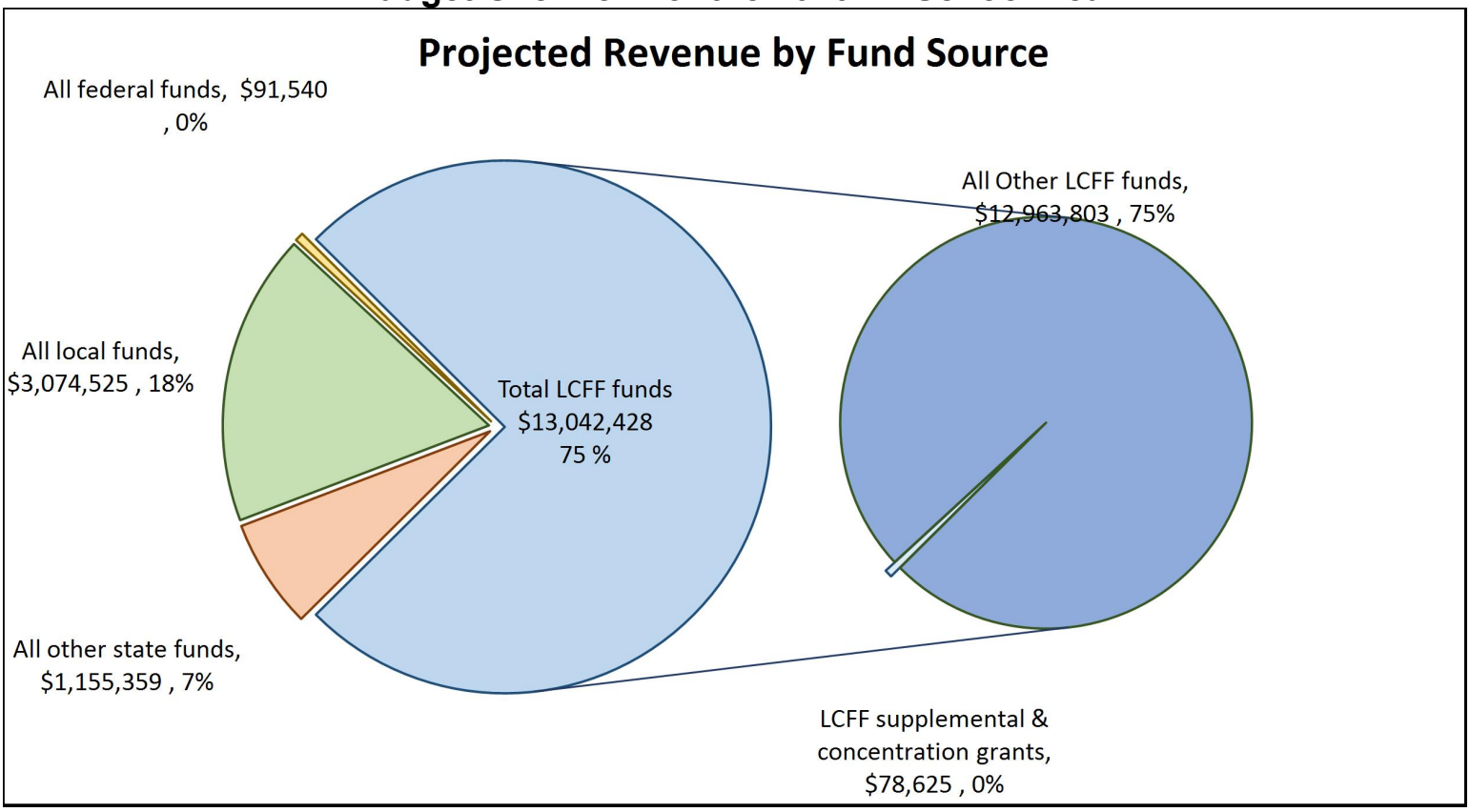
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodside Elementary School District
CDS Code: 41690880000000
School Year: 2026-27
LEA contact information:
Steven Frank
Superintendent
sfrank@woodsideschool.us
(650) 851-1571

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 2026-27 School Year

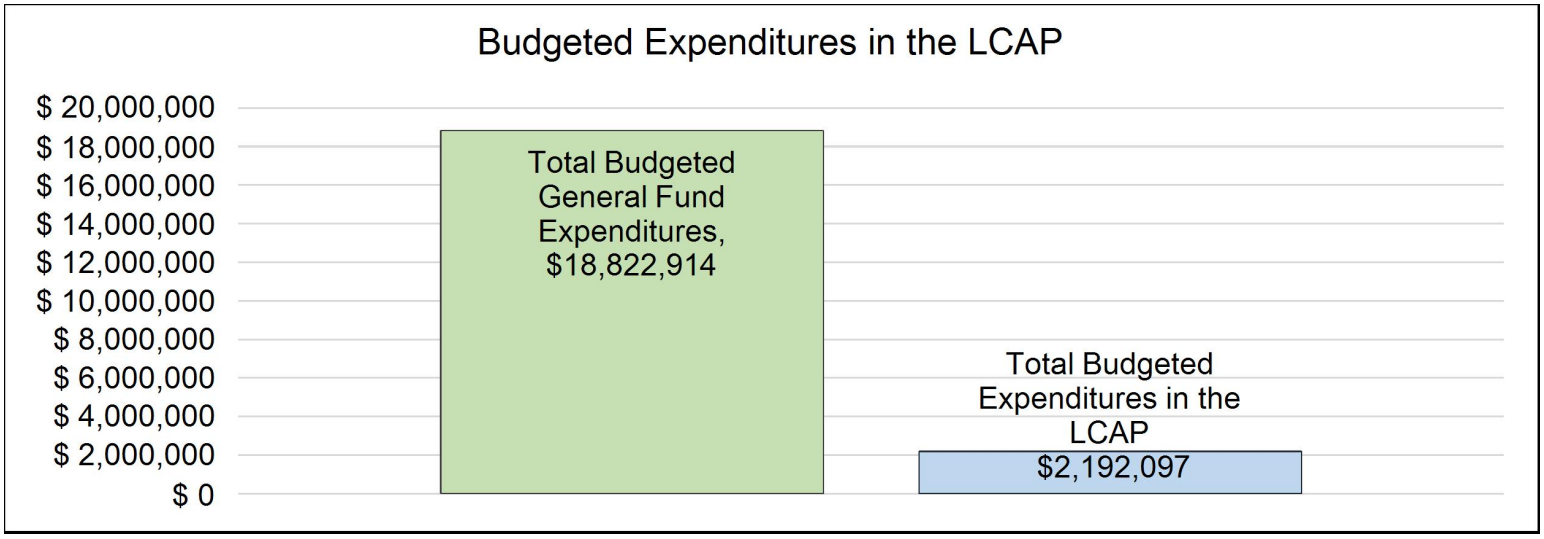


This chart shows the total general purpose revenue Woodside Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodside Elementary School District is $17,363,852, of which $13,042,428 is Local Control Funding Formula (LCFF), $1,155,359 is other state funds, $3,074,525 is local funds, and $91,540 is federal funds. Of the $13,042,428 in LCFF Funds, $78,625 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 Woodside Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

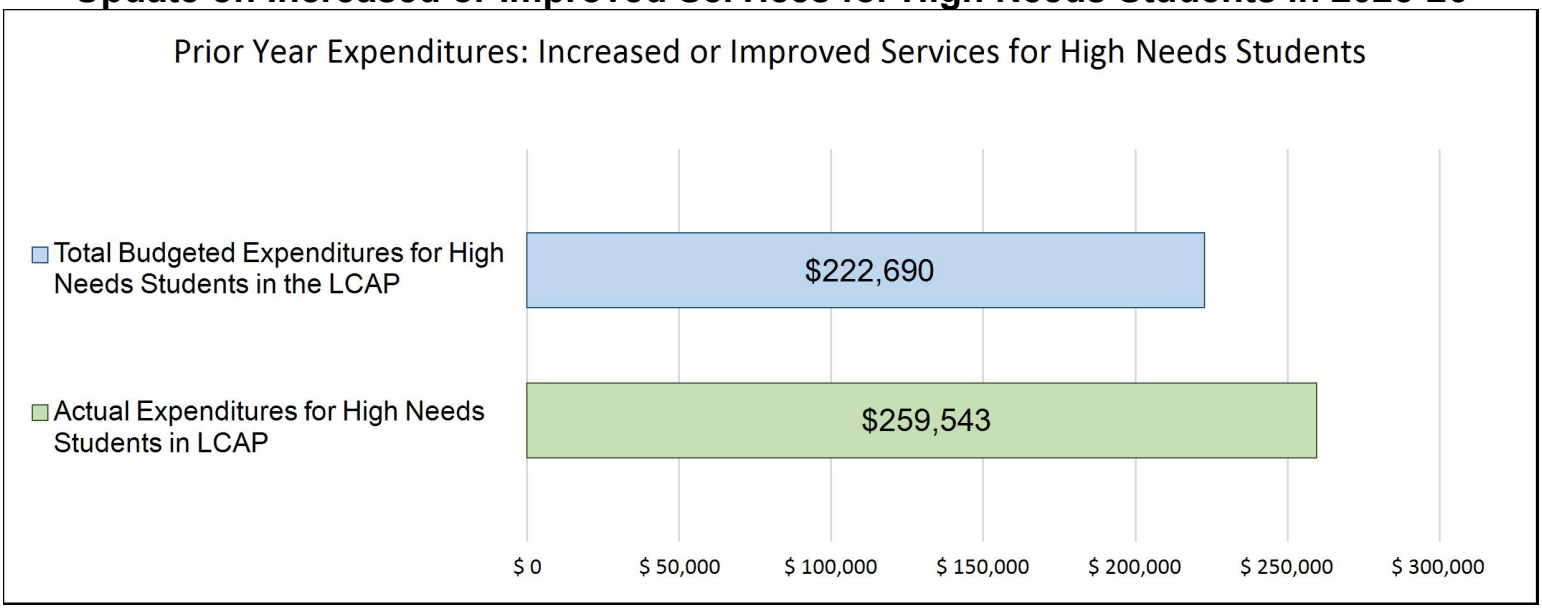
The text description of the above chart is as follows: Woodside Elementary School District plans to spend $18,822,914 for the 2026-27 school year. Of that amount, $2,192,097 is tied to actions/services in the LCAP and $16,630,817 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Woodside Elementary School District is projecting it will receive $78,625 based on the enrollment of Foster Youth, English learner, and low-income students. Woodside Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodside Elementary School District plans to spend $270,092 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 2025-26



This chart compares what Woodside 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 Woodside 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 2025-26, Woodside Elementary School District's LCAP budgeted $222,690 for planned actions to increase or improve services for high needs students. Woodside Elementary School District actually spent $259,543 for actions to increase or improve services for high needs students in 2025-26.

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
Woodside Elementary School District	Steven Frank Superintendent	sfrank@woodsideschool.us (650) 851-1571

Plan Summary [2026-27]

General Information

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

Woodside Elementary School District ("WESD") is a small suburban school district serving 405 TK-8th grade students at one school. WESD is a single-school PreK-8 district with 42 certificated teachers, 5 administrators and 34 additional classified employees. WESD has an unduplicated student count of 10.7%. However, based on the small nature of our school, all students are regularly assessed and offered differentiated instruction and support to meet their individual needs. Because of this our students perform exceptionally well on standardized testing and wellness and climate measures. Our program is robust and the associated high costs per pupil are supported by a local parcel tax and parent donations that exceed 20% of our annual budget.

Our goals listed either in our strategic plan or this LCAP are intended to serve all Woodside students. Our educational program is built to support academic performance through two main strategies. The first is to provide targeted support for students who may not be accessing the core curriculum successfully and need intervention to close the achievement gap. These programs include substantial support in reading intervention with our Reading Specialist, a robust Student Study Team system that addresses the needs of any student who requires additional support or challenge, special education services, English Learner instruction, and counseling and small group social skills with our full time school counselor. The second strategy is broad academic rigor and a supportive school climate for all or our students, which includes a robust and fully integrated TK-8th grade Social and Emotional Learning program, small class sizes, differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every grade, art, music, and PE for all students TK-8th grade, a fully implemented CCSS academic program, and a rigorous world languages program that all 5-8th grade students participate in.

The three goals included in our LCAP plan include expanding our current whole child program to include a deepened emphasis on citizenship while engaging families in supporting SEL education, auditing and improving our current academic offerings for the benefit of all students, and continuing to work with community partners to create a school community where every child, family, and staff member feels safe, supported, and valued.

According the the 2025 CA State Dashboard, WESD's student population demographics were as follows:
Student Groups:
English Learners- 2.1%
Socioeconomically Disadvantaged- 7.5%
Students with Disabilities- 17.1%
Homeless- 0%
Foster Youth- 0%

Race/Ethnicity:
African American- 1.6%
Asian- 6.2%
Hispanic- 17.7%
Two or More Races- 11.9%
White- 62.6%

Our LCAP is largely guided by and aligned with our updated strategic plan which was adopted for the start of the 2022-2023 school year. During the 2021-2022 school year, an 18 member committee met over the course of a year to develop the plan along with our partners at Living Strategy. This strategic plan will serve as the framework and guiding document for our goals over the next 5 years, through 2027. In order to ensure continuity and fidelity to these goals, our LCAP will focus on the first 3 of our 4 strategic plan goals. These goals are as follows:

Strategic Plan Goal #1: Whole Child Development- WESD will expand current programs to include focus on community citizenship and personal responsibility to nurture the whole child and develop students with accountability for their actions who work in partnership to support each other and make our community the best it can be.
Strategic Plan Goal #2: Academics and Student Offerings- WESD will advance our innovative, dynamic approach to individualized student learning, collaborative teaching, and inclusive community building to elevate curriculum, enhance offerings, and incorporate cutting-edge research-based practices.
Strategic Plan Goal #3: Community Connections- WESD will continue to strengthen connections and engage everyone in the school community, including students, teachers, staff, families, alumni, and local partners to ensure a sense of connectedness, inclusion, and belonging for all.
Strategic Plan Goal #4: Operational Excellence- WESD will support continued world-class public education through ongoing investments in campus infrastructure, fiscal sustainability, and resource stewardship to provide robust support for operational needs and fiscal priorities on a safe, well-maintained campus.

Reflections: Annual Performance

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

The 2025 California School Dashboard and local data reveals that Woodside Elementary School District has been successful in the following areas:

1. English Language Arts Performance:
   - 2024-2025 Smarter Balanced Summative Assessment (CAASPP/SBAC) 87.4% of students met or exceeded standards.
   - On the 2025 Dashboard, our overall student performance was in the blue (very high), and all of our subgroups scored at the very high level.

2. Mathematics Performance:
   - 2024-2025 Smarter Balanced Summative Assessment (CAASPP/SBAC) 83% of students met or exceeded standards.
   - On the 2025 Dashboard, our overall student performance was in the blue (very high), and all of our subgroups scored at the high or very high level.

3. Parent Satisfaction Ratings:
   - On the 2024-2025 annual school survey, 96.4% of families reported that they were satisfied with their child's academic progress.
   - On the 2025-2025 annual school survey, 83.81% of families reported that they felt included in the school community.

We had no student groups in the lowest performance levels in either Mathematics or English Language Arts on the 2025 CA Dashboard.

The areas in which Woodside Elementary School District seeks to explore further in the future are the following:

1. Chronic Absenteeism:
   - On the 2025 Dashboard, 9.3% of students were chronically absent (an increase of 1.1% from last year), and this issue affects our Hispanic, White, and Socioeconomically Disadvantaged student groups most. Our goal to continue to improve overall chronic absenteeism is addressed in this LCAP and will continue to be a focus of our work moving forward.
   - On the 2025 Dashboard, there were no red indicators for Chronic Absenteeism for any student group; however due to our red indicator for Socioeconomically Disadvantaged Students and Students with Disabilities in 2023, we will continue to include monitoring our socio-economically disadvantage students and student with disabilities for the next year.

2. Suspension Rate:
   - On the 2025 Dashboard, 0.3% of our students were suspended at least one day. As a small district, this accounts for about 1 student suspended last year, yet this continues to be an area that we seek to improve as we examine our behavior management practices. All students were in the blue group. We will continue to keep this number low by focusing on Restorative Practices in our upper school and lower school, and a Positive Behavior Interventions and Supports in the lower school.

3. Academic Support

- As described in Action 2.2.3, additional instruction and supports are provided to students with 504, IEPs, Multilingual Learners, students in our Tinsley transfer program, and teacher recommendations during summer school & extended school year through LREBG funds with totaled $5,182. The CAASPP data from our dashboard and in Metrics 2.1 show that students in these groups are underperforming in CAASPP ELA and Math compared to the LEA-wide data. Research suggests that providing students with extended learning time with quality and focused instruction can improve outcomes for these students.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Superintendent's Cabinet (CBO, Directors of Technology and Student Services, Upper and Lower School Principals)	4/15/26 - Reviewed the goals of the current LCAP cycle 4/22/26 - Reviewed and revised the analyses of LCAP goals
San Mateo County Office of Education Technical Assistance Team	3/25/26 - Reviewed process for 2026-27 LCAP
Woodside Elementary School Board of Trustees and Woodside Teachers Association and Parent Community	4/22/26 - All representatives of Woodside Teachers Association were present at the staff meeting where teachers were provided opportunities for feedback 5/26/26 - Review of 26-27 LCAP 6/9/26- School Board approval of 26-27 LCAP
Certificated and Classified Staff	4/22/26 - Feedback on goals and actions of current LCAP cycle
School Site Council / Superintendent's Parent Advisory Committee including students	01/26/26- Feedback from School Site Council, including students, on current LCAP cycle. This serves as the Superintendent's Parent Advisory Committee, 03/31/26 - Review and feedback of 2026-27 LCAP at joint School Site Council Meeting and District English Learner Advisory Council, and Parents of students with an IEP. Parents and students provided opportunity to ask questions of the superintendent with written responses from the superintendent.
District English Learner Advisory Council	03/31/26 - Review and feedback of 2026-27 LCAP at joint School Site Council Meeting and District English Learner Advisory Council, and Parents of students with an IEP
Parents and Community	5/26/26 - Feedback on goals and actions at Joint Committee of Priorities (JCOP) Meeting (JCOP is representative group of the PTA,

Educational Partner(s)	Process for Engagement
	Woodside School Foundation, Board of Trustees, and School District Administration). 6/9/26- Review Revised 26-27 LCAP at Joint Committee of Priorities (JCOP) Meeting
Special Education Local Plan Area (SELPA)	2/27/26 and 3/27/26 - Met to discuss progress of students with disabilities.

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

All of the input that we received influenced the development of the LCAP, both this year and in previous years through the strategic planning process. We gained invaluable feedback that influenced all 3 of our goals (1- whole child development, 2- academic offerings, 3- community connections) through meeting with the School Site Council/Superintendent's Parent Advisory Committee, SMCOE Technical Assistance Team, Woodside Elementary School Board of Trustees, DELAC, Woodside Teacher's Association, SELPA, Joint Committee of Priorities, and the Woodside School community, including parents and students. Valuable feedback was provided from all groups across the community in regards to our three goals.

For goal 1, School Site Council and DELAC indicated their impression that the monthly themes are working well, but suggested incorporating more school-wide activities or challenges to further build community. In response to this feedback, we updated Action 1.2.3. to indicate ways in which we will restructure our current monthly themes for the upcoming school year, as well as new opportunities for school-wide action. The staff suggested that continued attention to discipline practices at the Upper School level may be warranted, as systems continue to need improvement. In response to continued attention to discipline practices in Upper School, this is already a part of our action plan, so no changes were made to the LCAP as a result of this feedback.

For goal 2, the DELAC group prompted us to consider the supports provided to students after they are reclassified, and this is something that we will look closely at defining more clearly. As a response, in Action 2.5.2., we updated the language to state that we would be adding additional monitoring of RFEP students at all data meetings. The staff gave feedback around needing a more robust tier 2 MTSS with further attention to serving socioeconomically disadvantaged students, as the tiers of intervention feel more robust in tiers 1 and 3. The discrepancy in CAASPP growth for the whole school versus socioeconomically disadvantaged students was noted by the staff, and this continues to be an area of focus for the District. This feedback is already incorporated in our actions for Goal 2, so we did not make changes to the LCAP in this area.

Finally, for Goal 3, we received feedback across community groups about the uptick in chronic absenteeism and the need for increased communication around absence protocols and policies in order to bring families' attention to this. The staff also suggested that chronic absenteeism impedes academic planning and that further communication to families is needed about the impact on classrooms and to further define reasons for excused absences. Additionally, the staff noted that there is not currently a system to track when students leave early, as we do attendance for the day and students are present once marked here, even if they do not stay for the whole day. At this time, no

changes to the LCAP were made based on this feedback, as it is already represented in our actions, and we will continue to refine our attendance practices.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	WESD will expand current programs to include focus on community citizenship and personal responsibility to nurture the whole child and develop students with accountability for their actions who work in partnership to support each other and make our community the best it can be.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Woodside Elementary School District developed this goal as a part of our strategic plan with the purpose of enhancing our current social-emotional learning (SEL) program, curriculum, and offerings in order to expand focus on student citizenship and personal accountability. As a District, we seek to nurture and support whole child development through campus experiences and student engagement to encourage shared responsibility for community and others. During the strategic planning process, a variety of community members, including parents, teachers, administrators, and staff agreed that this was an area of focus for our community in which we would like to explore and see student growth by examining our instructional practices and professional development, as well as engaging our educational partners and broadening our tiers of support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CASEL-Aligned SEL Curriculum	60% of grade levels have access to a CASEL-aligned SEL curriculum.	100%	100% of grade levels have access to a CASEL-aligned SEL curriculum.	100% of grade levels have access to a CASEL-aligned SEL curriculum.	40% from baseline in a positive direction
1.2	IFSEL/Wayfinder PD	0% of classroom teachers have attended a professional development through IFSEL or Wayfinder,	20%	50% of classroom teachers have attended a professional development	75% of classroom teachers have attended a professional development	50% from baseline in a positive direction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		aligned with the curriculum they use in their classroom.		through IFSEL or Wayfinder, aligned with the curriculum they use in their classroom.	through IFSEL or Wayfinder, aligned with the curriculum they use in their classroom.	
1.3	Satisfaction with SEL	84.4% of families report that they completely or moderately agree that the SEL programs serves the needs of their children at Woodside School.	87% of families report that they completely or moderately agree that the SEL programs serves the needs of their children at Woodside School.	90% of families report that they completely or moderately agree that the SEL programs serves the needs of their children at Woodside School.	90% of families report that they completely or moderately agree that the SEL programs serves the needs of their children at Woodside School.	5.6% positive difference from baseline.
1.4	PBIS System	60% of teachers and staff are participating in the PBIS rewards system (Wildcat Way and WILDcards).	90% of teachers and staff are participating in the PBIS rewards system (Wildcat Way and WILDcards).	90% of teachers and staff are participating in the PBIS rewards system (Wildcat Way and WILDcards).	100% of teachers and staff are participating in the PBIS rewards system (Wildcat Way and WILDcards).	30% from baseline in a positive direction

Goal Analysis [2025-26]

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.

This year, Woodside Elementary School District has successfully transitioned from the development of our social-emotional learning framework to a phase of systemic refinement and deeper integration. A primary achievement has been the finalization of our district mission statement and tenets; following an extensive feedback phase with educational partners, these foundational documents now formally reflect our community's collective values and serve as the cornerstone for district initiatives. We have also reached a significant milestone in our SEL curriculum by completing a comprehensive alignment with CASEL standards, effectively identifying and closing previous gaps to ensure a cohesive developmental progression for all students.The strength of our whole child approach continues to be anchored in the daily and weekly touchpoints of morning meetings and middle school advisories. This year, we worked to expand our approach, where the school counselor's Tier 1 lessons are integrated with real-time community building and responsiveness to class needs. Furthermore, we have continued to strengthen our PBIS implementation, ensuring that school rules and reward systems are applied with systematic consistency and fidelity across all grade levels and campus settings.

A transformative addition to our school culture has been the formalization of Restorative Practices as a core district action (Goal 1, Action 4.7). Building on last year's introductory training, we have moved into full practice implementation, with staff across grades TK–8 and our specialist teams now actively monitoring and utilizing restorative approaches to resolve conflict and strengthen relationships. This commitment to professional growth has been further sustained through our ongoing partnership with the IFSEL summer institutes and with Wayfinder, ensuring our educators remain at the forefront of research-based SEL pedagogy.

Moving forward, our priorities include:

Synthesizing Restorative Practices with PBIS to ensure that our discipline and reward systems work in tandem to support a rehabilitative and positive school climate.
Utilizing climate survey data to measure the impact of our newly aligned CASEL curriculum.
Continuing to use our family-facing SEL documents to keep parents and guardians deeply connected to their child's social-emotional journey.
Cultivating "SEL leads" among staff who have completed multiple years of Wayfinder and IFSEL training to mentor new team members.
Continue seeking ways to expand student engagement opportunities that increase student agency and school connectedness.

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.

1.4 Tiers of Support: FY2026 budgeted costs of counselor position included additional summer work.

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

Highly Effective Actions (Successfully Implemented):

Development and implementation of comprehensive SEL scope and sequence
Creation of parent-facing SEL curriculum documents
Establishment of responsive advisory (6-8) and morning meeting (TK-5) structures
Full-time counselor integration and tier 1 lesson delivery
Cornerstone field trips with inclusive access for all students
Initial Restorative Practices training for grades 5-8 staff, specialists, and paraprofessionals
Regular Whole Child Committee meetings and theme-based activities
Development of District mission statement and tenets
Updated school handbook
Successful implementation of Wayfinder curriculum in grades 6-8
CASEL standards alignment, particularly in TK-5 curriculum
PBIS system implementation and monitoring
Expansion of teacher participation in IFSEL/Wayfinder summer institute

Actions Requiring Additional Focus:

Expansion of lunch clubs and student activities
Development of systematic office referral processes
Creation of behavior intervention plans and monitoring systems
New for 26-27, the Whole Child calendar will begin the year with "Inspiration" and end the year with "Community" based on feedback from Whole Child Committee. Additionally, we will add quarterly service projects through the "We Care" program at the Samaritan House.

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.

After hearing positive comments about the Upper School Restorative Practices training and seeing a positive impact on our students and policies, we made a decision to further implement training at the TK-4 level, as well as with paraeducators. The expansion of this training with Restorative Solutions is reflected in 1.4.6 and 1.4.7.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Practices	1.1.1 Continue piloting Wayfinder SEL curriculum for grades 6-8, and explore possibilities for expansion into intermediate grades (3-5). 1.1.2 Implement Woodside School SEL scope and sequence designed in the 23-24 school year. 1.1.3 Continue to build upon Woodside School SEL scope and sequence by incorporating lessons from both Wayfinder and IFSEL. 1.1.4 Ongoing examination of curriculum based on an understanding of developmental milestones. 1.1.5 Continue implementing cornerstone grade level field trips in grades TK-8 that focus on community-building, environmental awareness, and personal citizenship. 1.1.5.A. Ensure that all students with disabilities have access to grade level field trips including financial support, paraprofessional support, transportation support, etc. 1.1.6 Offer robust elective opportunities such as Garden, Life Skills, Career Masterclasses, Buddy Elective, peer coaching, etc. in order to develop	$122,319.00	No

Action #	Title	Description	Total Funds	Contributing
		students' sense of responsibility and accountability to each other and the world.		
1.2	Professional Development	1.2.1 Continue to support teachers and staff in attending the annual IFSEL summer institute and Wayfinder professional development to support implementation of our current curricula. 1.2.2 Develop stipended Whole Child committee to meet and engage in continuous improvement and provide internal professional development for staff. 1.2.3 Whole Child committee will develop and refine the themes of the month and corresponding activities and lessons in the Whole Child calendar. New for 26-27, the Whole Child calendar will begin the year with "Inspiration" and end the year with "Community" based on feedback from Whole Child Committee. Additionally, we will add quarterly service projects through the "We Care" program at the Samaritan House.	$23,550.00	No
1.3	Engaging Educational Partners	1.3.1 Develop and refine a clear parent-facing scope and sequence of SEL curriculum. 1.3.2 Provide suggestions for activities and classroom connections to our monthly Whole Child calendar so that parents can leverage school themes, SEL language, and topics at home. 1.3.3 Continue using monthly school line-ups, superintendent's messages, and Wildcat Weekly communications to invite families to engage with our whole child theme of the month and to learn about related SEL activities in the classroom. 1.3.4 Explore parent education opportunities in partnership with PTA to provide access to high quality parent education on relevant topics around whole child development. 1.3.5 Administration will collaborate with PTA-led Woodside Inclusion and Diversity Council (WIDC) to gather feedback and partner on activities for the community around the whole child theme of the month. 1.3.6 Synthesize existing schoolwide tenets into more coherent, modernized version that reflects our beliefs and approaches to whole child development.	$46,463.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Tiers of Support	1.4.1 Continue to use morning meeting (TK-5) and advisory (6-8) time to respond to current issues as they arise at the grade level and to reinforce SEL practices. 1.4.2 Continue to ensure that all students have access to the full-time school counselor on an as-needed basis. 1.4.3 Develop counselor-led tier 1 lessons to be implemented systematically at all grade levels. 1.4.4 Provide lunch groups and clubs to meet the interests and developmental needs of students. 1.4.5 Refine Positive Behavior Intervention and Support (PBIS) system, Wildcat Way and WILDcards, which includes school rules and rewards system. 1.4.6 Design system for office-managed referrals and subsequent support. Continue the implementation of Restorative Practices in Upper School, emphasizing positive, healthy relationships and behavior among students. Provide ongoing training for Upper School staff and paraeducators on restorative practices and fostering of restorative school culture. New for 25-26 was the expansion of training on Restorative Practices for all staff in TK-8, as well as paraeducators. 1.4.7 Create a system for monitoring continuous improvement of PBIS, including equity pauses to examine practices around various student groups. New for 25-26, formal inclusion of Restorative Practices implementation and monitoring for 2025-26 and beyond. 1.4.8 Establish systems for behavior plans for students who need higher levels of intervention. 1.4.9 Update school handbook to reflect current practices.	$150,261.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	WESD will advance our innovative, dynamic approach to individualized student learning, collaborative teaching, and inclusive community building to elevate curriculum, enhance offerings, and incorporate cutting-edge research-based practices.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Woodside Elementary School District developed this goal with the intention of implementing collaborative models for teaching and learning, including opportunities for flexible teaching models within grades. We seek to continue to identify and integrate best practices for equitable teaching and learning, including research-based enhancements to core curriculum aligned with California standards. Though the data suggests that WESD students are performing at high levels, there is room for growth across all students and subgroups and we seek to engage in continuous improvement as a District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Scores	In 2022-2023: • 83% of all students were exceeding or meeting standards in ELA • 79% of all students were exceeding or	In 2023-2024- • 84% of all students were exceeding or meeting standards in ELA	In 2024-2025- • 87.4% of all students were exceeding or meeting standards in ELA	• 87% of all students exceeding or meeting standards in ELA • 85% of all students exceedin	4.4% increase in students exceeding or meeting standards in ELA 4% increase in students exceeding or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meeting standards in Math. • 73% of all students taking CAST were exceeding or meeting standards in Science. • 69.1% of students with disabilities were exceeding or meeting standards in ELA. • 54% of students with disabilities were exceeding or meeting standards in Math. • 59% of students with disabilities taking CAST were exceeding or meeting standards in Science.	• 79% of all students were exceeding or meeting standards in Math. • 77% of all students taking CAST were exceeding or meeting standards in Science. • 76% of students with disabilities were exceeding or meeting standards in ELA. • 52% of students with disabilities were exceeding or	• 83% of all students were exceeding or meeting standards in Math. • 67.6% of all students taking CAST were exceeding or meeting standards in Science. • 75% of students with disabilities were exceeding or meeting standards in ELA. • 71.5% of students with disabilities were exceedin	g or meeting standards in Math. • 85% of all students taking CAST exceeding or meeting standards in Science. • 70% of students with disabilities exceeding or meeting standards in ELA. • 60% of students with disabilities exceeding or meeting standards in Math. • 60% of students	meeting standards in Math 5.4% decrease in students taking CAST exceeding or meeting standards in Science. 5.9% increase in students with disabilities exceeding or meeting standards in ELA. 17.5% increase in students with disabilities exceeding or meeting standards in Math 16% decrease in students with disabilities taking CAST exceeding or meeting standards in Science. 2.6% increase of socioeconomically disadvantaged students exceeding or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 50% of socioeconomically disadvantaged students were exceeding or meeting standards in ELA. • 46% of socioeconomically disadvantaged students were exceeding or meeting standards in Math.	meeting standards in Math. • 55%of students with disabilities taking CAST were exceeding or meeting standards in Science. • 58% of socioeconomically disadvantaged students were exceeding or meeting standards in ELA. • 61% of socioeconomically disadvantaged students were exceedin	g or meeting standards in Math. • 43% students with disabilities taking CAST were exceeding or meeting standards in Science. • 52.6% of socioeconomically disadvantaged students were exceeding or meeting standards in ELA. • 52.6% of socioeconomically disadvantaged students were	with disabilities taking CAST exceeding or meeting standards in Science. • 65% of socioeconomically disadvantaged students exceeding or meeting standards in ELA. • 65% of socioeconomically disadvantaged students exceeding or meeting standards in Math.	meeting standards in ELA. 6.6% increase in socioeconomically disadvantaged students exceeding or meeting standards in Math.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			g or meeting standards in Math.	exceedin g or meeting standards in Math		
2.2	Fully Credentialed Teachers	100% of teachers are fully credentialed in the area that they are assigned to teach.	100%of teachers are fully credentialed in the area that they are assigned to teach.	100%of teachers are fully credentialed in the area that they are assigned to teach.	Maintain level of 100% of teachers being fully credentialed in the area that they are assigned to teach.	0%
2.3	Williams Compliance	100% Williams Compliance with instructional materials during the 2023-2024.	100% Williams Compliance with instructional materials during the 2023-2024.	100% Williams Compliance with instructional materials during the 2025-2026	Maintain 100% Williams Compliance with instructional materials.	0%
2.4	Annual School Survey	89.89%of families reported on the annual school survey that they completely or mostly agree that the Math programs serve the needs of their child. 87.76% of families reported on the annual school survey that they completely or mostly agree that the ELA programs serve the needs of their child.	77% of families reported on the annual school survey that they completely or mostly agree that the Math programs serve the needs of their child. 87% for ELA of families reported on the annual school survey that they completely or mostly agree that the ELA programs serve the needs of their child.	90.5% of families reported on the annual school survey that they completely or mostly agree that the Math programs serve the needs of their child. 88% for ELA of families reported on the annual school survey that they completely or mostly agree that the ELA programs serve the needs of their child.	90% of families reported on the annual school survey that they completely or mostly agree that the ELA and Math programs serve the needs of their child.	Positive increase of 0.61% in satisfaction with Math from baseline. Positive increase of 0.24% in satisfaction with ELA from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Reclassification of Multilingual Learners	75% of students designated as Multilingual Learners were reclassified by the time that they graduated 8th grade.	100% of students designated as Multilingual Learners were reclassified by 8th grade Graduation.	100% of students designated as Multilingual Learners are reclassified by the time that they graduate 8th grade.	100% of students designated as Multilingual Learners are reclassified by the time that they graduate 8th grade.	25% increase in the number of students being reclassified by 8th grade graduation
2.6	Students Attending School Field Trips	100% of socioeconomically disadvantaged students attended school field trips when provided with scholarship support.	100% of socioeconomically disadvantaged students attended school field trips when provided with scholarship support.	100% of socioeconomically disadvantaged students attend school field trips when provided with scholarship support.	100% of socioeconomically disadvantaged students attend school field trips when provided with scholarship support.	0%

Goal Analysis [2025-26]

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.

Analysis of Goal 2 Implementation and Future Focus
During the 2025-26 school year, Woodside Elementary School District (WESD) maintained its focus on research-based instruction and data-driven equity. As a primary initiative to implement the Science of Reading in our primary grades, the district continued using Fundations (TK-3) and Just Words (Grade 4). While the Amira reading screener was implemented for grades K-2, technical challenges led the Phonics Committee to recommend a transition to Amplify's mCLASS DIBELS for the 2026-27 school year. This decision was informed by a Principals Leadership partnership with neighboring districts to ensure our literacy tools remain effective. In addition to foundational literacy, we continue to provide a meaning-centered reading and writing program that fosters critical thinking and empathy, preparing students for the rigor of secondary education.

A major focus this year was the advancement of the Math Curriculum Adoption Committee. Following the new California Mathematics Framework, members engaged in four days of training at the San Mateo County Office of Education (SMCOE) and conducted extensive peer observations to define the district's Math Mission and Vision Statement. After evaluating materials at an SMCOE instructional fair, the committee identified a need for a coherent K-5 program and selected two math curricula to pilot during the 2026-27 school year. This systematic approach ensures future math instruction aligns with our values of student engagement and instructional rigor.

To support a growing population of Multilingual Learners, the district increased the ELD teacher position from 0.6 to 0.7 FTE. This role provides robust designated instruction via the Language Power program and collaborates with classroom teachers to pre-teach vocabulary and build background knowledge. Simultaneously, the special education team continues to embrace the Goalbook system to devise ambitious, targeted IEP goals while prioritizing meaningful mainstreaming opportunities for students in their least restrictive environments.

Performance data reveals a discrepancy in student outcomes. While the district saw overall growth in CAASPP ELA (87.39%) and Math (83.04%) scores in 2025, there was a decline from the prior year for socioeconomically disadvantaged students. Although these scores still exceed our initial baseline, we must examine the causes of this drop. Consequently, WESD remains dedicated to total inclusion through its comprehensive scholarship program, ensuring all socioeconomically disadvantaged students participate in field trips, sports, and enrichment. Across all tiers, the district continues to fund intervention programs like 95% Group Phonics, ALEKS, Mindplay, and Lexia Power Up to support every student's journey.

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.

2.1 Professional Development: FY2026 Core Learning platform and other professional development materials were incurred in the prior fiscal year.
2.2 Instructional Practices: FY2026 Core Learning and other instructional materials were incurred in the prior fiscal year.

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

Highly Effective Actions:

Systematic implementation of Fundations phonics program in TK-3 with full teacher participation
Strategic expansion of Just Words as Tier 2 intervention in 4th grade
Successful ELD program leading to 100% reclassification rate for Class of 2026
Implementation of Schoolytics for comprehensive data tracking and intervention monitoring
Establishment of multi-district partnerships for collaborative learning
Maintenance of robust equity measures through scholarship programs
Establishment of highly functioning and effective Math Curriculum Committee
Comprehensive professional development in literacy instruction
Strong designated ELD program with dedicated staffing and resources

Areas Requiring Development:
Monitoring the CAASPP performance an in both ELA and Math for our socioeconomically disadvantaged students given the drop in scores from 24-25 school year.
Implement a more robust MTSS for both ELA and Math with more intentional progress monitoring throughout the 26-27 school year.

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.

The following actions have been refined to reflect new opportunities toward meeting our goals;

Action 2.2.2: New for 2026-2027 will be the purchase of pilot materials for K-5 mathematics instructional resources (Bridges to Mathematics and Amplify Desmos)
Action 2.3.2: New for 25-26 and 26-27 will be the Panorama Survey for students rather than the CHKS.
Action 2.2.2: New for 26-27 is the implementation of mClass Dibels as reading difficulties risk screener, progress monitoring, and benchmark assessments.
Action 2.5.2: New for 26-27 is additional monitoring of our RFEP students at all Data Meetings.

Moving forward, our continuing priorities will include:

Developing implementation timelines for 2026-27 initiatives
Strengthening multi-tiered intervention systems
Enhancing professional development alignment across all staff groups
Maintaining robust equity measures through scholarship programs
Continuing to build effective partnerships with neighboring districts
Expanding integrated ELD practices throughout general education classrooms

This analysis suggests that while we have established strong foundational programs and practices, targeted attention to these identified priorities will further enhance our comprehensive approach to innovative and individualized student learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	2.1.1 Continue providing access to Mossflower's Reading and Writing Project professional development for TK-5 teachers around reading, writing, and phonics instruction. 2.1.2 Provide professional development for the implementation of Wilson Language's Fundations phonics program in TK-4. 2.1.3 Ongoing training on the Science of Reading and coaching support for phonics program implementation through Core Learning. Continued participation in the Principals Leadership program for leading this work at	$28,923.00	No

Action #	Title	Description	Total Funds	Contributing
		schools – this will be done in partnership with Menlo Park City Schools, Hillsborough, Las Lomitas, and Portola Valley School districts. 2.1.4 Engage in study of new Mathematics framework and explore options for training, including the possibility of partnerships with local districts. Continue to participate in a working group with Menlo Park City Schools, Hillsborough, Las Lomitas, and Portola Valley School districts who are going through the same process. 2.1.5 Continue to encourage staff members to attend professional development sessions based on LCAP-aligned goals in order to meet the needs of all students. 2.1.6 Continue partnering with Social Thinking for training for special education staff. 2.1.7 Provide professional development for staff around the "Culturally Responsive Teaching and the Brain" framework. 2.1.8 Establish curriculum committees to support curriculum and instruction improvements in the areas of Phonics, Math, and SEL. 2.1.9 Continue to support leadership training for administration, including memberships to ACSA. 2.1.10 Provide ongoing, relevant professional learning opportunities for paraprofessional staff who support students in both special and general education.		
2.2	Instructional Practices	Instructional Practices (26-27) 2.2.1 Ongoing consumables and online subscriptions to support materials for new adoption of Fundations phonics program. 2.2.2 For existing programs and curriculum, continue to equip students with workbooks, online subscriptions, etc. to enable full implementation of the curriculum. Ongoing subscriptions include TCI, Envision, STEMscopes, Foss, Scholastic Scope and News, Learning A-Z, SVMI, IXL, Lexia Core, and more. New for 2026-2027 will be the purchase of pilot materials for K-5 mathematics instructional resources (Bridges to Mathematics and Amplify Desmos) 2.2.3 Additional instruction and supports are provided to students with 504, IEPs, Multilingual Learners, students in our Tinsley transfer program, and teacher recommendations during summer school & extended school year	$91,454.00	No

Action #	Title	Description	Total Funds	Contributing
		through LREBG funds which totaled $85,927. The CAASPP data from our dashboard and in Metrics 2.1 show that students in these groups are underperforming in CAASPP ELA and Math compared to the LEA-wide data. Research suggests that providing students with extended learning time with quality and focused instruction can improve outcomes for these students. 2.2.4 Continue to implement an assessment calendar that provides for ample opportunity for students to demonstrate proficiency in Mathematics, English Language Arts, and Science. 2.2.5 Conduct data meetings with teacher teams to unpack assessment data, drive instructional practices, and determine tiers of support. 2.2.6 Maintain a robust database of student performance through a partnership with Schoolytics that is accessible and user-friendly for teachers and administration. 2.2.7 Recruit and maintain highly qualified, fully credentialed teachers at all grade levels. 2.2.8 Explore and implement effective assessment systems and tools to incorporate into the existing assessment calendar.		
2.3	Educational Partners' Feedback	2.3.1 Continue to use annual school survey to gather feedback from educational partners regarding the effectiveness of academic instruction. 2.3.2 Utilize the California Healthy Kids Survey (CHKS) to measure students' agency in their learning. New for 25-26 and 26-27 will be the Panorama Survey for students rather than the CHKS. 2.3.3 Quarterly superintendent chats with administration and school community members to gather information and feedback about academic areas. 2.3.4 Utilize committees such as Joint Committee on Priorities (JCOP), DELAC, and SSC to gather feedback from various community members. 2.3.5 Classroom teachers will gather feedback on particular units, assignments, and projects in order to gauge students' learning experiences. 2.3.6 Use feedback from Upper School students about electives to build a robust, topical list of class offerings for 6th-8th graders.	$14,560.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Tiers of Support	2.4.1 Invest in and implement Tier 2 and 3 interventions including the 95% Group phonics program, ALEKS, Mindplay fluency, Lexia Power Up, etc. as driven by data meetings and benchmark assessment results. New for 26-27 is the implementation of mClass Dibels as our reading difficulties risk screener, progress monitoring tool, and benchmark assessments. 2.4.2 Utilize the SST process to support students with an individualized plan for learning needs, including unfinished learning and the need for further challenge. 2.4.3 Provide differentiated services for students with disabilities emphasizing inclusive practices and the implementation of least restrictive environments. Develop ambitious IEP goals to foster maximum growth for students with disabilities. 2.4.4 Provide support for students needing accommodations as granted by a 504 plan. 504 plans are reviewed yearly with families, principals, and teaching staff. 2.4.5 Maintain a full-time Reading Specialist position to support students with reading intervention. 2.4.6 Recruit and retain highly qualified paraprofessional staff to support both special education and general education needs.	$1,150,501.00	No
2.5	Support for Multilingual Learners	2.5.1 Invest in Multilingual Learner instructional professional development for integrated and designated ELD. 2.5.2 Continue 0.6 FTE ELD teacher position in order to support Multilingual Learners as WESD. New for 26-27 is additional monitoring of our RFEP students at all Data Meetings. 2.5.3 Purchase Language Power curriculum for designated ELD support. 2.5.4 Provide translation and interpretation services for all documents and meetings pertaining to a child's English Language Development, including the yearly review of their ELPAC scores and parent/teacher conferences.	$160,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Support for Socioeconomically Disadvantaged Students	2.6.1 Continue ensuring that all socioeconomically disadvantaged students have access to grade level field trips through a full scholarship program providing for tuition, transportation, and materials fees. 2.6.2 Provide scholarships for socioeconomically disadvantaged students who would like to participate in WESD's after school sports program or to take PTA after school enrichment classes.	$110,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	WESD will continue to strengthen connections and engage everyone in the school community, including students, teachers, staff, families, alumni, and local partners to ensure a sense of connectedness, inclusion, and belonging for all.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (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.

Woodside Elementary School District adopted this goal in order to support WESD community connections among students, teachers, staff, and families with an emphasis on inclusion, belonging, equity, and access for all. We seek to position and promote the advantage of a WESD education to attract and retain students, families, teachers and staff, and community partners. Additionally, according to the 2022-2023 California School Dashboard, Woodside School was in the orange for chronic absenteeism and suspension rate. We had a 17.6% chronic absenteeism rate last year, and a 1.1% suspension rate for students suspended at least one day. These are areas that we will address and seek to improve in this goal, including for socioeconomically disadvantaged students and students with disabilities, for whom WESD had red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism	17.6% of students were chronically absent in 2022-2023.	8.1% of students were chronically absent in 2023-2024.	9.3% of students were chronically absent in 2024-2025.	<8% of students chronically absent.	8.3% decrease from baseline. In this case, a negative number suggests improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Suspension Rate	1.1% of students were suspended 1 or more times in 2022-2023.	.3% of students were suspended 1 or more times in 2022-2023.	.3% of students were suspended 1 or more times in 2022-2023.	0.6% of students suspended 1 more times.	0.8 decrease from baseline. In this case, a negative number suggests improvement
3.3	Annual School Survey	81% of families reported that they mostly or completely agree that they feel included in the school community on the 2023-2024 annual school survey.	86% of families reported that they mostly or completely agree that they feel included in the school community on the 2024-2025 annual survey.	81.5% of families reported that they mostly or completely agree that they feel included in the school community on the 2025-2026 annual survey.	95% of families report that they mostly or completely agree that they feel included in the school community on the annual school survey.	0.5% increase of the number of families who reported that they mostly or completely agree that they feel included in the school community on the 2025-2026 annual survey.
3.4	Annual School Survey	74.4% of families reported that volunteer activities make them feel a sense of belonging in the school community.	81.45% of families reported that volunteer activities make them feel a sense of belonging in the school community.	88% of families reported that volunteer activities make them feel a sense of belonging in the school community.	95% of families report that volunteer activities make them feel a sense of belonging in the school community.	13.6% increase in the number of families who reported that volunteer activities make them feel a sense of belonging in the school community.

Goal Analysis [2025-26]

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.

Woodside Elementary School District (WESD) continues to prioritize a culture of inclusion and belonging by refining the systems that unite our students, staff, and families. Our attendance monitoring through Schoolytics remains a cornerstone of our operations, allowing for early identification and SST interventions that specifically support students with disabilities and socioeconomically disadvantaged students. While these systems are robust, we have observed a slight increase in chronic absenteeism this year. In response to feedback from our

educational partner engagement meetings, we are currently adjusting our actions to more effectively address the root causes of these attendance trends.

Our commitment to reaching every family is evidenced by new outreach efforts, including a series of evening presentations hosted by the Superintendent. These sessions provided a forum for the community to discuss pressing topics such as cell phone and smartwatch policies, the implementation of restorative practices, and e-bike safety. To support our Tinsley Transfer program families, we continue to host an annual orientation breakfast and ensure every new family is paired with a "buddy family" before the school year begins to facilitate a smooth transition into our community.

We have observed a shift in our formal advisory structures this year; specifically, parent attendance at District English Learner Advisory Council (DELAC) meetings has declined. Despite this, we have maintained strong connections by meeting individually with nearly every family to discuss student progress and support opportunities. For the 2026-27 school year, we are dedicated to reinvigorating the DELAC parent group, as their collective feedback is a vital component of our strategic planning.

The district continues to remove barriers to participation through established programs like the Hop, Skip, and Drive transportation service and comprehensive scholarships for after-school sports and PTA enrichment classes. Events such as the Unity Fair, May Day, and the Back to School BBQ—supported by the WIDC and PTA—remain essential to our community fabric. Furthermore, our ongoing investment in library resources ensures that all students see their diverse experiences and cultures reflected in their daily learning environment.

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

There are no material differences for Goal 3

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

Effective Actions:

The following actions proved to be highly effective in their implementation and demonstrate growth across community connections, access, equity, and systems monitoring.

Translation services fully operational
Family conferences consistently held
Strong parent group partnerships
Updated inclusive handbook
8th grade transition support
Hop, Skip, Drive transportation successful
PTA scholarship program active

Partner communities (East Palo Alto, East Menlo Park) transportation effective
Diverse library resources maintained
Schoolytics attendance tracking
SST process functioning
Robust systems for Family notification related to attendance issues
Unity Fair and all planned events completed

Moving forward, our priorities will include:

Communicating the impact on classroom instruction when attendance is low on Fridays
Developing implementation timeline/workflow for 2026-27 initiatives, particularly the attendance dashboard, restorative practices, and the development of the Strategic Plan
Communicate with parents and staff about the Math Pilot program
Maintaining robust transportation and scholarship programs to ensure accessibility
Continuing to enhance library resources reflecting student diversity
Sustaining successful community engagement events and partnerships

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.

Looking ahead to 2026-27, several actions require updates and additions in order to move toward our goal:

Action 3.1.5: New for 2026-27 is implementation of Restorative Practices school wide (TK-8th).
Action 3.2.2: New for 2026-27 is developing a new five-year strategic plan for the district to be implemented 2027-2032.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tiers of Support	3.1.1 Use Schoolytics to monitor attendance data and for early identification of students at risk of chronic absenteeism and truancy. 3.1.2 Notify families when a student is at risk or has reach levels of chronic absenteeism or truancy. WESD has created and implemented an attendance notification system to determine when families will be contacted.	$12,500.00	No

Action #	Title	Description	Total Funds	Contributing
		3.1.3 Utilize the SST process to address attendance concerns and engage families in improving attendance rates, including for students with disabilities and socioeconomically disadvantaged students at risk of chronic absenteeism. 3.1.4 Provide schoolwide education about the importance of regular attendance through weekly Superintendent communications and quarterly administration meetings with families, as well as publication of our updated attendance dashboard. 3.1.5 Explore alternatives to suspension, including proactively monitoring students with a history of disciplinary issues and fostering positive connections between students and the school. New for 25-26 is implementation and monitoring of Restorative Practices in the middle school. 3.1.6 Increase and expand communication about tiers of support, including differentiation for students at all levels of academic readiness.		
3.2	Engaging Educational Partners	3.2.1 Continue hosting schoolwide events that promote the benefits of a WESD education, such as Back to School Night, Open House, Meet the Upper School, school tours, Tinsley family orientation, TK/K orientation, operetta, and the high school alumni fair. 3.2.2 Continue to provide meaningful volunteer opportunities in the classroom and at school events in order to engage families and community members in the educational process. New for 2026-27 is developing a new five-year strategic plan for the district to be implemented 2027-2032. 3.2.3 Ensure that all schoolwide events are inclusive and accessible to all. 3.2.4 Teachers hold bi-yearly family conferences to engage parents in their child's learning process. 3.2.5 Administration and staff will participate in PTA meetings to facilitate cohesion amongst school groups. 3.2.6 DELAC will continue to have quarterly meetings with families of multilingual learners to facilitate understand of the ELPAC, reclassification process, and designated and integrated ELD support. 3.2.7 School Site Council (SSC) will continue to meet regularly to review school safety plans and to design the annual survey for families. 3.2.8 WESD will continue to provide translation and interpretation services to families needing support in this area for documents and.meetings.	$93,510.00	No

Action #	Title	Description	Total Funds	Contributing
		3.2.9 Principal meets with all 8th grade families to review the high school transition process and to provide tailored high school support. 3.2.10 Collaboration with Special Education Local Plan Area (SELPA) on 2/27/26 and 3/27/26for input on LCAP development in terms of students with disabilities.		
3.3	Inclusion and Belonging	3.3.1 Implement annual school survey, which includes a section on Whole Child Development, seeking to gather information about families' sense of inclusion and belonging in the school community. New for 25-26 is renewed effort to obtain input from parents of students with disabilities regarding optimal programs, services, and outcomes for students with IEPs. 3.3.2 Partner with parent-led Woodside Inclusion and Diversity Council (WIDC) to gather feedback about issues shared by the community pertaining to inclusion and belonging within the District. New in 24-25 was the addition of school-wide Unity Fair with a plan to continue in 26-27. 3.3.3 Redesign the school handbook, with special emphasis on inclusive practices. 3.3.4 Continue to offer robust after school sports programs and provide transportation for students in partner communities utilizing Hop, Skip, and Drive so that all students can participate. 3.3.5 Provide scholarships for PTA After School Education classes so that all students can participat 3.3.6. Partner with PTA to host schoolwide events in which all are invited in order to increase feelings of connectedness and belonging in the school community, such as Back to School BBQ, May Day, all-school lineups, assemblies, Gardenfest, book fairs, parent socials, spirit weeks, and musical and theater performances. 3.3.7 Invest in updated school library and classroom library resources that reflect the diversity and experiences of all students. 3.3.8 Access to student clubs that reflect interest groups and provide a space for students to connect. 3.3.9 Provide transportation to and from school to students from partner communities (East Palo Alto, East Menlo Park)	$187,964.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$78,625	$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
1.744%	0.000%	$0.00	1.744%

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
2.6	**Action:** Support for Socioeconomically Disadvantaged Students **Need:** Provide socioeconomically disadvantaged students with full access to all field trips.This was identified as a need after 24 families requested scholarships for their children to be able to attend class trips in 2025-2026	WESD will provide socioeconomically disadvantaged students with full access to the educational experience, including class field trips and other social opportunities that are expected parts of the WESD experience. This action is the best use of LCFF funds because by providing scholarships, WESD will ensure that no student is turned away from any educational experience for financial reasons and that families are supported in a way that ensures that all members of our community feel welcomed and valued. As a result,	Percentage of socioeconomically disadvantaged students attending school field trips. (Metric 2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	low income students will benefit from increased background knowledge and real life connections that support access to classroom content, as well as expanded social opportunity with peers. As a one-school District, this model will benefit all students in the LEA because all families who need them will have access to scholarships. In some cases, the cost of these educational experiences exceed the budgets of families who are not identified as socioeconomically disadvantaged students but would be excluded if not for this funding.	

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
2.5	**Action:** Support for Multilingual Learners **Need:** Multilingual Learners need designated and integrated English Language Development support in order to foster their growth as developing multilingual learners. In the 25-26 school year, we were able to reclassify 11% of our Multilingual Learners, and 89% of Multilingual Learners continue to need designated and integrated English Language support in order to access equitable academic outcomes. 100% of our eighth grade students	By providing for staffing, curriculum, and means to ensure school/family connections, WESD will be able to implement instruction and progress monitoring for all multilingual learners. Integrated and designated ELD is part of the California Framework for English Language Arts and English Language Development (2014) and in order to align with that framework we need to provide this instruction and training for our staff.	100% of multilingual students reclassifying by the time that they graduate 8th grade. (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	who were English Learners while at Woodside School have been reclassified as RFEP. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not applicable.

Additional Concentration Grant Funding

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

Not applicable.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,509,413	78,625	1.744%	0.000%	1.744%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,961,135.00	$84,240.00	$64,106.00	$82,616.00	$2,192,097.00	$1,644,383.00	$547,714.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Practices	All	No			All Schools		$49,847.00	$72,472.00	$122,319.00				$122,319.00	
1	1.2	Professional Development	All	No			All Schools		$23,550.00	$0.00	$23,550.00				$23,550.00	
1	1.3	Engaging Educational Partners	All	No			All Schools		$44,843.00	$1,620.00	$46,463.00				$46,463.00	
1	1.4	Tiers of Support	All	No			All Schools		$133,553.00	$16,708.00	$59,445.00	$26,710.00	$64,106.00		$150,261.00	
2	2.1	Professional Development	All	No			All Schools		$12,200.00	$16,723.00	$28,923.00				$28,923.00	
2	2.2	Instructional Practices	All	No			All Schools		$60,026.00	$31,428.00	$33,924.00	$57,530.00			$91,454.00	
2	2.3	Educational Partners' Feedback	All	No			All Schools		$2,760.00	$11,800.00	$14,560.00				$14,560.00	
2	2.4	Tiers of Support	All Students with Disabilities	No			All Schools		$1,144,501.00	$6,000.00	$1,067,885.00			$82,616.00	$1,150,501.00	
2	2.5	Support for Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$150,139.00	$9,953.00	$160,092.00				$160,092.00	
2	2.6	Support for Socioeconomically Disadvantaged Students	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$110,000.00	$110,000.00				$110,000.00	
3	3.1	Tiers of Support	All	No			All Schools		$0.00	$12,500.00	$12,500.00				$12,500.00	
3	3.2	Engaging Educational Partners	All	No			All Schools		$0.00	$93,510.00	$93,510.00				$93,510.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Inclusion and Belonging	All	No			All Schools		$22,964.00	$165,000.00	$187,964.00				$187,964.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,509,413	78,625	1.744%	0.000%	1.744%	$270,092.00	0.000%	5.990 %	**Total:**	$270,092.00
								LEA-wide Total:	$110,000.00
								Limited Total:	$160,092.00
								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 (%)
2	**2.5**	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$160,092.00	
2	**2.6**	Support for Socioeconomically Disadvantaged Students	Yes	LEA-wide	Low Income	All Schools	$110,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,020,622.00	$2,123,992.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Practices	No	$98,190.00	$122,319
1	**1.2**	Professional Development	No	$20,240.00	$23,550
1	**1.3**	Engaging Educational Partners	No	$39,925.00	$45,157
1	**1.4**	Tiers of Support	No	$162,872.00	$146,373
2	**2.1**	Professional Development	No	$61,745.00	$28,923
2	**2.2**	Instructional Practices	No	$94,909.00	$87,420
2	**2.3**	Educational Partners' Feedback	No	$5,560.00	$4,737
2	**2.4**	Tiers of Support	No	$1,063,483.00	$1,117,166
2	**2.5**	Support for Multilingual Learners	Yes	$126,190.00	$152,388
2	**2.6**	Support for Socioeconomically Disadvantaged Students	Yes	$96,500.00	$107,155
3	**3.1**	Tiers of Support	No	$15,000.00	$12,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Engaging Educational Partners	No	$74,978.00	$90,787
3	**3.3**	Inclusion and Belonging	No	$161,030.00	$185,517

2025-26 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)
73,833	$222,690.00	$259,543.00	($36,853.00)	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)
2	**2.5**	Support for Multilingual Learners	Yes	$126,190.00	$152,388		
2	**2.6**	Support for Socioeconomically Disadvantaged Students	Yes	$96,500.00	$107,155		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,202,478	73,833	0	1.757%	$259,543.00	0.000%	6.176%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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