

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wilsona School District

CDS Code: 19651510000000

School Year: 2024-25

LEA contact information:

Steve Doyle

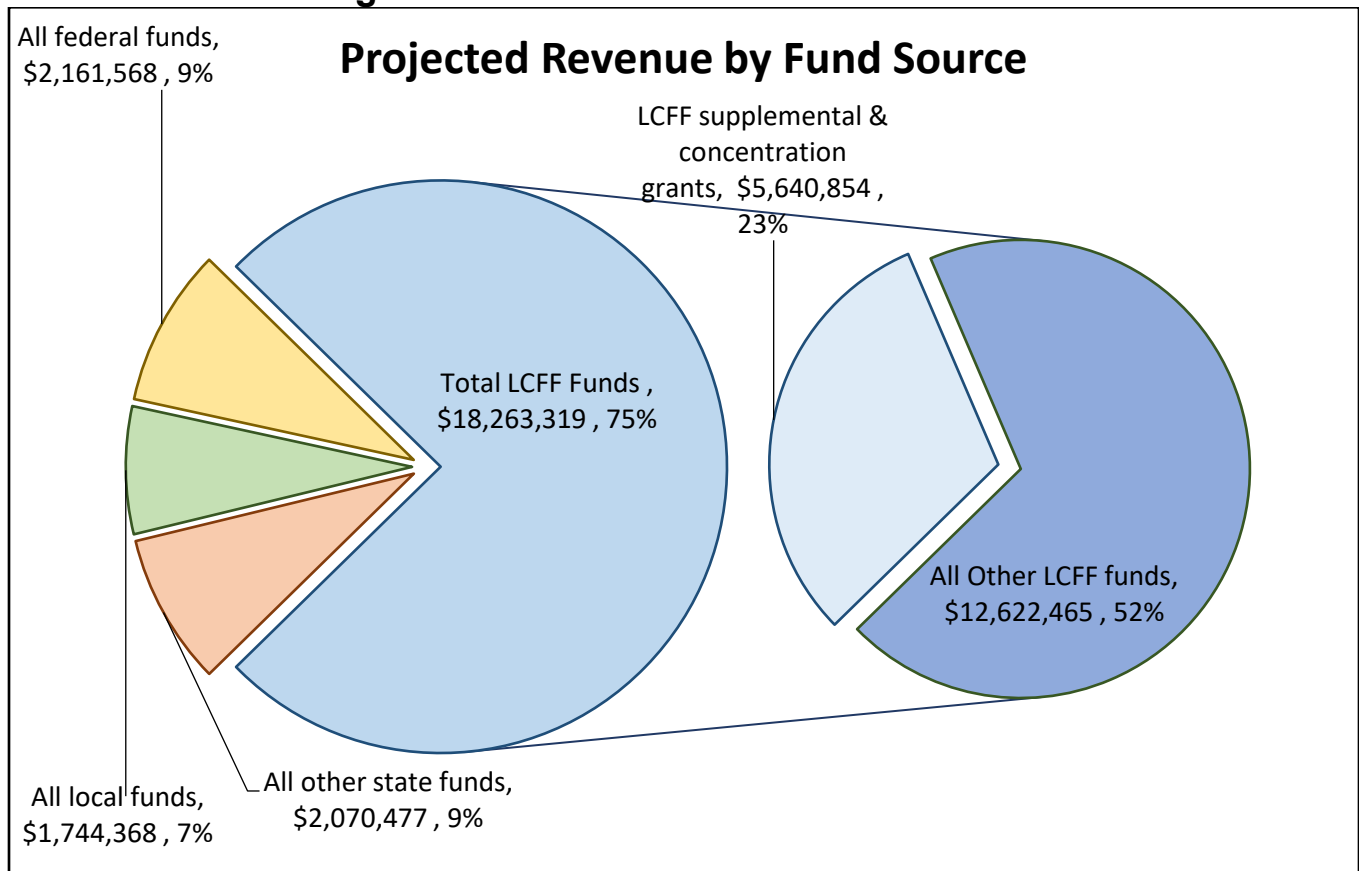
Superintendent

sdoylel@wilsona.k12.ca.us

6612641111

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

Budget Overview for the 2024-25 School Year

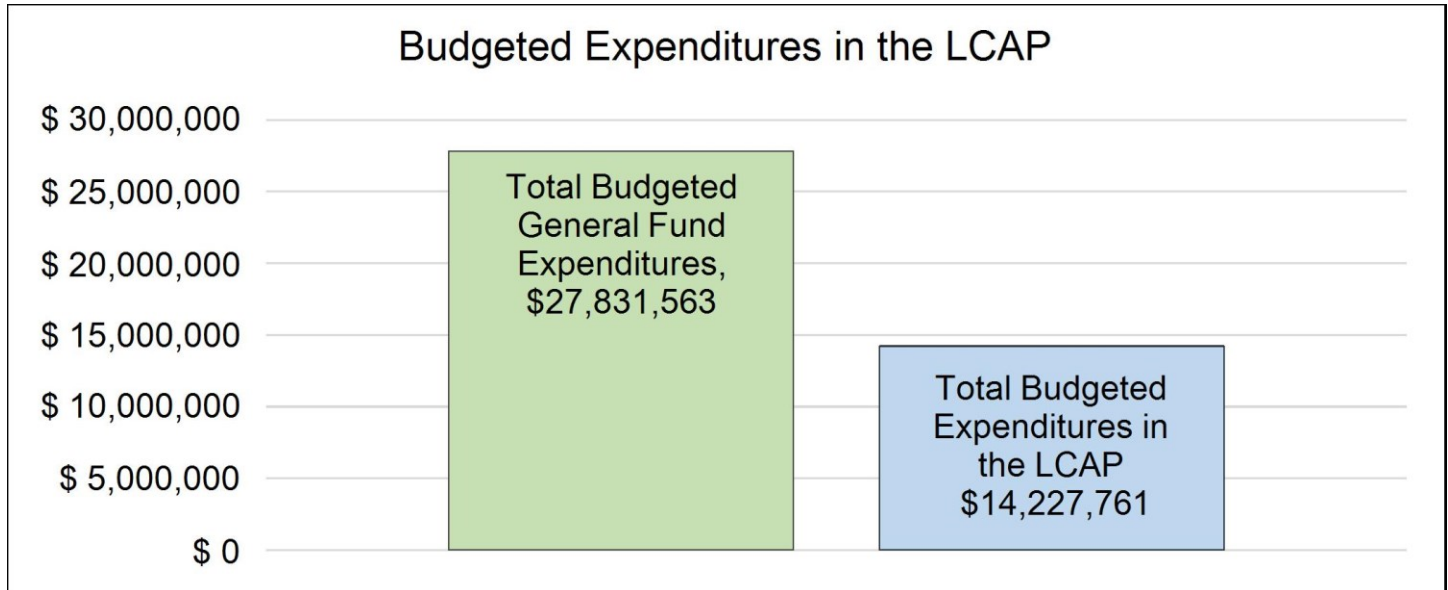


This chart shows the total general purpose revenue Wilsona School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilsona School District is \$24,239,732, of which \$18,263,319 is Local Control Funding Formula (LCFF), \$2,070,477 is other state funds, \$1,744,368 is local funds, and \$2,161,568 is federal funds. Of the \$18,263,319 in LCFF Funds, \$5,640,854 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 Wilsona School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wilsona School District plans to spend \$27,831,563 for the 2024-25 school year. Of that amount, \$14,227,761 is tied to actions/services in the LCAP and \$13,603,802 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

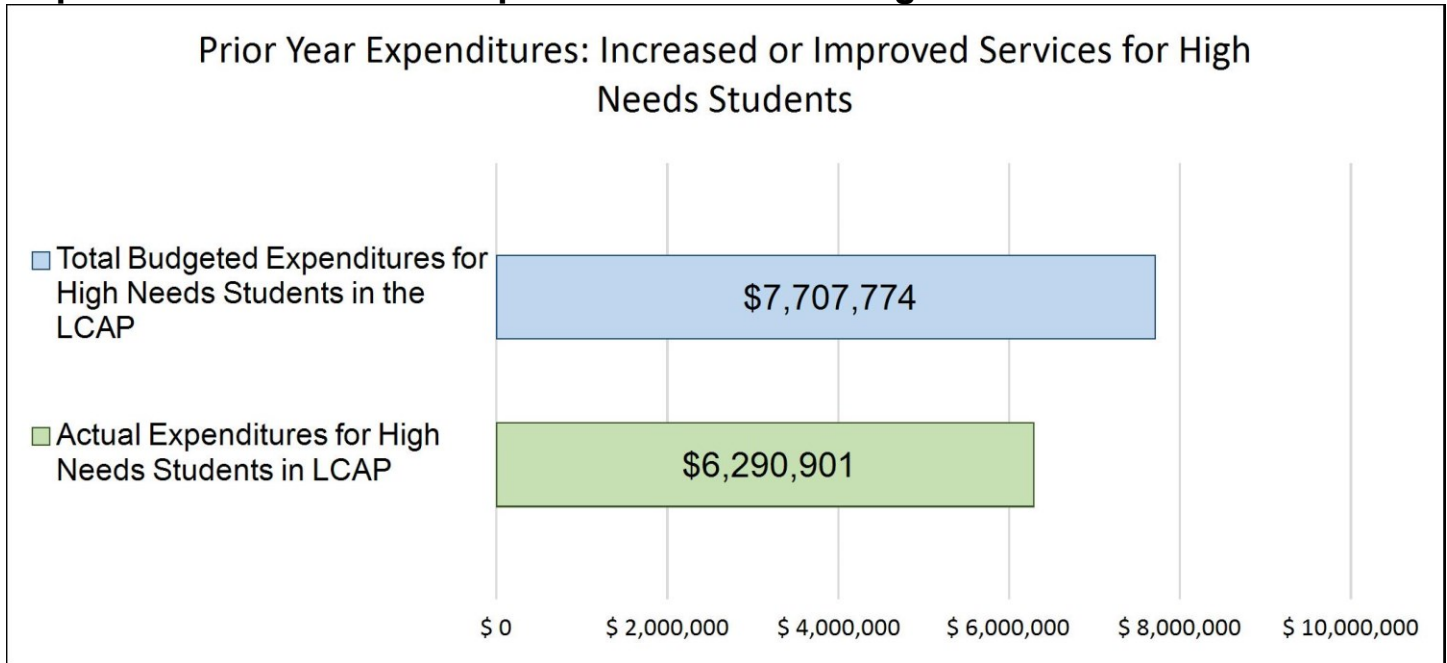
General fund expenditures not included in the LCAP include operational and special program costs such as maintenance and custodial supplies, Other Post Employment Benefits, Categorical and Special Program Costs, and Special Education program Excess Costs.

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

In 2024-25, Wilsona School District is projecting it will receive \$5,640,854 based on the enrollment of foster youth, English learner, and low-income students. Wilsona School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wilsona School District plans to spend \$7,262,488 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Wilsona School District's LCAP budgeted \$7,707,774 for planned actions to increase or improve services for high needs students. Wilsona School District actually spent \$6,290,901 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,416,873 had the following impact on Wilsona School District's ability to increase or improve services for high needs students:

The District experienced challenges in staffing budgeted positions including intervention Teachers, EL TOSA's and some instructional aide positions. Limited services were provided through vendors, and student needs were met in that way.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wilsona School District	Steve Doyle Superintendent	sdoyle@wilsona.k12.ca.us 6612641111

Goals and Actions

Goal

Goal #	Description
1	Provide all students with an educational program that will increase academic achievement for all students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	CAASPP - 2019 ELA - all students - 27% ELA - EL - 8% ELA - SWD - 9% ELA - AA - 10% Math - all students - 15% Math - EL - 4% Math - SWD - 3% Math - AA - 3%	Not available	CAASPP - 2022 ELA - all students - 15.8% ELA - EL - 7.4% ELA - SWD - 3.5% ELA - AA - 7.2% Math - all students - 8.9% Math - EL - 2.8% Math - SWD - .88% Math - AA - 1.8%	CAASPP - 2023 ELA - all students - 17.13% ELA - EL - 5.18% ELA - SWD - 6.06% ELA - AA - 18.37% Math - all students - 11.51% Math - EL - 6.41% Math - SWD - 3.12% Math - AA - 6.52%	CAASPP ELA - all students - 33% ELA - EL - 15% ELA - SWD - 15 % ELA - AA - 20% Math - all students - 25% Math - EL - 12 % Math - SWD - 12% Math - AA - 15%
iReady ELA	2021 iReady ELA - All students - 30% tier 1	(March 2022) iReady ELA - All students - 25%	April 2023 iReady ELA - All -33% on grade level	May 2024 iReady - ELA All students-16% tier 1 on grade level	iReady ELA - all students - 45% Tier 1
iReady Math	2021 Ready Math - All students - 19% tier 1	(March 2022) iReady Math - All Students - 18%	April 2023 iReady Math - All - 21% on grade level	May 2024 iReady - Math All students- 10% Tier 1 on grade level	iReady Math - all students - 30% Tier 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	Ed. Data California 19-20 - 16.9% 20-21 -16.5%	Local Data Elevation (2021-2022) 5%	Local Data Elevation (2022-23) 2.69 VSG CMS10.2%	Local Elevation Data (23-24) 7%	Dashboard: Reclassification Rate - 22%
ELPAC	19-20 Dashboard Level 1-8.99% Level 2-38.2% Level 3- 42.13% Level 4-10.67%	20-21 Elevation Data Level 1-19% Level 2-43% Level 3- 31% Level 4-6%	21-22 Elevation Data Level 1-23% Level 2-36% Level 3-30% Level 4-12%	22-23 Level 1-20.33% Level 2-29.40% Level 3-33.77% Level 4-16.50% 2023 CDE Dashboard 46.4% progressed one level 2.9% maintained level 4 27.1% - maintained at current levels 23.6% - decreased at least one level	Dashboard: ELPAC Level 1- 6% Level 2- 34% Level 3- 35% Level 4-25%
ELA Dashboard	Yellow	Not available	very low - 90.5 points below standard	Red - -80.2DFS	ELA Dashboard- low
Math Dashboard	Orange	Not available	very low -116.7% points below standard	Yellow - -57.1 DFS	Math Dashboard - low
Percent of teachers fully credentialed and appropriately assigned	100% of the teachers fully credentialed and appropriately assigned per 20-21 Local Dashboard indicators	95% Not Met (2021- 2022)	93% are fully credentialed and appropriately assigned	85% are fully credentialed and appropriately assigned (23-24)	100% of the teachers fully credentialed and appropriately assigned per Local Dashboard indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students with standards aligned materials	100% of students have standards based core instructional materials per 20-21 Local Indicators	100% (2021 -2022)	100% (22-23)	100% -(23-24)	100% of students have standards based core instructional materials per Local indicators
Implementation of State Standards	2020-21 Local Indicator Self Reflection Tool (iReady Assessment data, Standards based instructional materials for all students) Met	Met (2021 - 2022)	Met (22-23)	<p>(23-24) Self Reflection Tool Recently Adopted Academic Standards Language Arts - full implementation (4) ELD - Initial implementation (3) Math - initial implementation (3) Next Generation Science - Initial implementation (3) History/Social Science - Initial implementation (3)</p> <p>Instructional Materials -all areas - full implementation and sustainability (5)</p> <p>Policy and programs to support staff ELA, Math and History/Social Science- full implementation</p>	Local Indicator Self Reflection Tool - Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>ELD and Next Generation Science - Initial Implementation(3)</p> <p>Other Adopted Academic Standards CTE, Health, PE and VAPA - initial implementation (3)</p>	
Access to Broad Course of Study	2020-21 Local Indicator Self Reflection Tool (CMS master schedule, MTSS supports provided) - Met	Met	Met (22-23)	<p>2023 Self Reflection Tool</p> <p>Based on a review of the master schedule for the middle school - all students in grades 7-8 -had access to all core subjects and to electives; all students; all students in grades 5 and 6 had access to all core subjects and 6th grade students had access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included</p>	Local Indicator Self Reflection Tool - Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Based on a review of the elementary school's grade level schedules - all students had access to all core instructional standards	
Paxton Patterson College and Career Lab access	All students grades 6-8 have access to the Paxton Patterson College and Career Lab	100% Met	100% met	100% met	All students in grades 6-8 will have access to the Paxton Patterson College and Career Lab
California Science Assessment (CAST)	8.2% met or exceeded standards			22-23 school year 9.81% met or exceeded	12% meet or exceed standards

Goal Analysis

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

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

- 1.1 - Provide fully credentialed and appropriately assigned teachers: This action was partially implemented. 85% of teachers are fully credentialed and appropriately assigned
- 1.2- Daily opportunities for small group instruction: This action was not implemented due to a lack of fully qualified staff
- 1.3 - Provide certificated administrative staff : This action has been implemented as planned.
- 1.4 - Replace standards aligned instructional materials and provide supplies: This action has been implemented as planned; all students have received all of the standards aligned instructional materials
- 1.5 - Students will continue to have access to one to one devices and technology support: This action has been implemented as planned; all students have a device and technology support staff have been hired.
- 1.6 - Classified staff to support district operations and students with disabilities: This action has been implemented as planned; NCI training was provided and all staff associated with this action have been hired.

- 1.7 - Students will have access to differentiated instructional strategies: This action has not been implemented as planned; teachers have elected to not participate in after school collaboration opportunities.
- 1.8 - Increase middle school students' engagement with learning: This action has been implemented; all middle school teachers have a prep period.
- 1.9 - Continuous Improvement for student learning: This action has been implemented; school and district walkthroughs have been implemented and debriefing sessions with principals have occurred after each walkthrough.
- 1.10 -Support digital literacy for students: This action has been implemented; both contracts to ensure digital literacy have been executed.
- 1.11 -Provide professional development and coaching on small group instruction: This action has been implemented however some of the professional development targets have been changed. Teachers have been provided with 4 days of professional development.
- 1.12 -Provide basic District operations: This action has been implemented.
- 1.13 - Provide students with transportation: This action has been implemented; students have received transportation to be able to attend before and after school activities; some students living in very remote locations have been provided transportation to and from school.
- 1.14 - Increase student engagement with learning in grades TK-4: This action has been implemented; a PE teacher and instructional aide have been providing services to students to allow teachers at the elementary school an opportunity to collaborate during the school day.
- 1.15 - The District will provide a Universal Transitional Kindergarten Program: This action has been implemented; TK teachers have received specific professional development and supplemental instructional materials to support the needs of unduplicated students in TK,
- 1.16 - Provide instructional assistants: This action has not been implemented; the district has been finalizing a system to manage and track employees as well as changes made to the hiring process; The District anticipates hiring staff prior to year end.

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

- Action 1.1 (provide fully credentialed teachers) - There is a material difference in this action as a result of a lack of certificated staff; many classrooms were staffed with long term substitute teachers for a majority of the school year;
- Action 1.2 (Daily opportunity for small group instruction) - There is a material difference in this action - for the majority of the year this action was not implemented due to a lack of available certificated staff.
- Action 1.3 (Certificated administrative staff)- There is a material difference in this action - (2) full time administrative positions were not filled
- Action 1.4 (Standards Aligned Instructional Materials) - There is a material difference in this action; due to an increase in enrollment and a need to replace older textbooks there was an increase in the expenditure in this action
- Action 1.5 (One to one technology devices and technology support - There is a material difference in this action with less funds expended than budgeted; some devices were purchased with one time funds and the tech support positions were not fully staffed for the full year.
- Action 1.6 (Classified staff for district operations and special education) - There is a material difference in this action with less funds expended than budgeted; the District was not fully staffed primarily in the district operations area for a majority of the year
- Action 1.7 (Students will have access to differentiated strategies) - There is a material difference in this action with less funds expended than budgeted; teachers did not meet to collaborate after school hours as anticipated

Action 1.9 (Continuous improvement for student learning) - There is a material difference in this action with more funds expended than budgeted - The increase is attributed to increases in contracts to provide external support to the District staff to ensure this action was implemented and due to a lack of available District staff

Action 1.14 -(increase student engagement in grades TK-4) - There is a material difference in this action with less funds expended than budgeted - Some of the expenses of this action were charged to one time funding and not all personnel planned for this action were employed for the entire school year.

Action 1.15 (Provide a TK program) - There is a material difference in this action with more funds expended than budgeted- the District increased the number of of TK classrooms that needed the additional funding to support the activities described in this action

Action 1.16 (Provide instructional assistants) There is a material difference in this action; this action was not implemented due to a lack of staff

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

Actions 1.1-Provide fully credentialed and appropriately assigned teachers: The District has persistently struggled over the past three years in hiring fully credentialed teachers. This year the District as able to fill all positions however 15% of the staff is not considered to be fully credentialed. The lack of staff stability and the shortage of highly qualified teachers has impacted the full implementation of many of the District's instructional initiatives. At least one grade level, Kindergarten, has all teachers who are new to the profession. Many of the teachers have needed more intensive support in establishing classroom routines and classroom management. It has been challenging for staff to move into deeper work of data analysis, identifying the instructional needs of students and providing well designed lessons to meet the needs of the diverse student population. Additionally with the number of non-credentialed and new teachers, due to their commitments to work on or complete their credential requirements, they are not available to provide services for students beyond the school day.

Action 1.2 -Provide daily opportunities for small group instruction and student feedback- This action was not able to be implemented this year. As a result of the shortage of certificated staff, the District was unable to reduce class size at the elementary level . During the first two years of the plan we were able to reduce class size in most of the targeted grade levels. The effectiveness of these smaller classes were measured in the number of opportunities students had to receive small group instruction throughout the week. As a result of the small group instruction we began to observe more structured reading instruction that was meeting more appropriately meeting students' needs.

Action 1.3 - Provide certificated administrative staff: The District has been able to hire most administrative staff. However, over the past three years, there have been many administrative changes in the district. The District has a new superintendent this year, a new elementary principal, and a new Director of Continuous Improvement. At the middle school both the principal and assistant principal are completing their second year in their positions. The District was unable to fill the elementary assistant principal position and the elementary principal left the District after spring break. The administrative staff's experience and their recent addition to the Wilsona School District has had an impact on the effectiveness on the development of a clear and common vision for student learning and behavior expectations. Their limited understanding of District procedures also, at times, impacted some of the day-to-day operations. The District's only veteran administrator had many responsibilities. The District did provide some coaching for administrators, however without the consistency and availability of a

District administrator to provide the level of support that was needed, there has been an impact on the implementation of some of the District's initiatives.

Action 1.4 - Replace standards-aligned instructional materials and provide supplies: The District has provided all staff with standards-aligned instructional materials. However, the ELA and math core adoptions are not current and the District has had to purchase supplemental materials that reflect grade level standards and current instructional practices.

Action 1.5 -Students will continue to have access to one to one devices and technology support: All students have a one to one device and hot spots for use at school and middle school students have the use of a device at home as well. This has been effective in allowing students to access the on-line components of the the district's purchased curriculum. The District has purchased a number of on line instructional programs and assessment platforms; having access to a device provide them full access to these materials. Technology support has increased over the past three years to support the number of devices available in the classroom and for each student.

Action 1.6 - Classified staff to support district operations and students with disabilities: This base action has been effective in assuring that school and district operations are provided without interruption. Through this action school libraries are able to remain open and available for students and transportation is available to a large number of students. Instructional aides supporting the needs of students with disabilities received the support identified in their IEPs.

Action 1.7 -Students will have access to differentiated instructional strategies: This action was less effective this year than in the previous two years. This action intended to provide teachers with additional hours after school to collaborate with grade or department-level team members. Due the many demands on the new teachers, there was limited opportunities for teachers to meet after school. The all-new Kindergarten team elected to do some collaboration during Spring Break. In general, teachers did not take the opportunity to work together after school hours. In the past, this was an effective action in supporting a greater understanding of data and how to plan collaboratively to provide common lessons. The District has provided teachers with collaboration time during the school day each week which has provided comparable opportunities so the impact on planning for increasing student achievement has not been noticeable. As a result of changing needs collaboration time after school hours will be reduced.

Action 1.8 - Increase middle school students' engagement with learning: The additional staff provided to Challenger Middle School was partially effective. Departments that have strong teacher leadership such as the English Language Arts department were able to use the collaborative time provided for them to review data, determine overall and specific students' needs and design common lessons. Preliminary iReady data for ELA indicates that the collaboration has had a positive impact. For other teams with less experienced teachers, the collaboration was not as impactful on planning instruction that responded to the needs of students.

Action 1.9 -Continuous Improvement for student learning: This action was effective in providing new administrators with a protocol and focus for monitoring classroom instruction. The District was able to implement 4 walkthroughs at each school with an external consultant. Included in these walkthroughs were site administrators, district staff and the external consultant. A walkthrough tool based on District instructional priorities was developed and implemented throughout the year. Feedback was provided to staff related to overall positive trends and areas for continued focus. At the end of each walkthrough staff was left with 2-3 "next steps". The follow up on these next steps were not consistently implemented however as the school year progressed, site and district administrators had an increased common understanding

of instructional expectations. Originally the plan was to include teacher leaders on these walkthroughs however due to a lack of substitute teachers, this was not an option.

Action 1.10 - Support digital literacy for students: This action was effective. Teachers reported that with the implementation of this software they were more able to ensure that students were effectively using technology resources as well as informing staff if students were experiencing trauma or experiencing other inappropriate interactions on line so that these could be appropriately addressed by staff.

Action 1.11 - Provide professional development and coaching on small group instruction: Staff was provided with 3 days of professional development within the school calendar and one optional professional development day. The topics for the professional development were selected with staff input and based on students' needs. This year staff attendance during these professional development days was improved over the past two years. The majority of staff responded positively on evaluations. The challenge has been in achieving consistent implementation of what the trainers provided. In some cases the inconsistency in the implementation can be related to the number of new staff including the site administrators responsible for monitoring implementation. Teachers that did implement with fidelity report that the strategies were effective.

Action 1.12 - Provide basic District operations: This base action was fully implemented. The District has a new superintendent and Chief Business Officer. With other District staff, they are in the process of reviewing expenditure, contracts and positions to determine the impact and effectiveness.

Action 1.13 - Provide students with transportation: This action has been effective in increasing the attendance rates of those students who live in the most remote areas of the District where often students have no other way to attend school. This action has been implemented for the past three years. Each year, the daily attendance, based on Power School, for these students has continuously increased. The chronic absenteeism rate for students receiving transportation has also decreased. Providing home to school transportation for these students has been critical in both increasing attendance rates and reducing chronic absenteeism.

Action 1.14 -Increase student engagement with learning in grades TK-4: This action has been effective. As a result of the PE program at the elementary school teachers have been able to collaborate with each other during the school day. This has provided more senior teachers the time to support the less experienced teachers in understanding data and designing instruction to meet the diverse needs of students.

Action 1.15 -The District will provide a Universal Transitional Kindergarten Program: This action has been effective in supporting the efforts of establishing and growing the Universal Transitional Kindergarten classes. The District has seen a continuous increase in the number of students enrolling in this program. Data on the Desired Results Developmental Profile (DRDP) indicates that students are making progress.

Action 1.16 -Provide instructional assistants: This action was not implemented.

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

Metric changes: The 24-25 LCAP will include an attendance metric

Many of the actions in this goal remain the same, however they may be numbered differently from the previous LCAP.

1.4 has combined two previous actions related to technology.(previously 1.5 and 1.10)

New actions

1.10 which provides for the purchase of a supplemental math program - This action is needed to provide students with more current instructional materials to support achievement of grade-level standards

1.11 which provides for an instructional coach to serve Wilsona Elementary

1.12 which provides for a literacy coach for Vista San Gabriel Elementary . - A literacy coach, provided with Literacy Grant funds will support the implementation of the science of reading at Vista San Gabriel.

Action 1.6 - classified staff for students with disabilities and district operations will not be included in the 24-25 LCAP; 24-25 LCAP will include Action 3.2 (Services for Students with Disabilities in Goal 3 now includes Previous 1.6 and other services for special education and 3.3 in Goal 3 will include classified staff for District operations

Action 1.15 will not be included in the 24-25 LCAP; TK activities are now included in actions for TK-5th grades.

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

Goals and Actions

Goal

Goal #	Description
2	Implement Multi- Tiered System of Support throughout the district to address the academic ,social/emotional and behavioral needs of students to reduce the achievement gap

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CASSPP for Student groups	CAASPP - 2019 ELA - EL - 8% ELA - SWD - 9% ELA - AA - 10% Math - all students - 15% Math - EL - 4% Math - SWD - 3% Math - AA - 3%	Not available	CAASPP - 2021 - 22 ELA - all students - 15.8% ELA - EL - 7.4% ELA - SWD - 3.5% ELA - AA - 7.2% Math - all students - 8.9% Math - EL - 2.8% Math - SWD - .88% Math - AA - 1.8%	CAASPP - 2023 ELA - all students - 17.13% ELA - EL - 5.18% ELA - SWD - 6.06% ELA - AA - 18.37% Math - all students - 11.51% Math - EL - 6.41% Math - SWD - 3.12% Math - AA - 6.52%	CAASPP ELA - EL - 15% ELA - SWD -15 % ELA - AA - 20% Math - all students - 25% Math - EL -12 % Math - SWD - 12% Math - AA - 15%
iReady for student groups	iReady - February 2021 ELA - EL -22% ELA - SWD -14% ELA - AA -36% ELA - White -23% ELA Hispanic -27% Math - EL- 18% Math - SWD-18% Math - AA -18% Math - White-15%	iReady - ELA - EL -22% ELA - SWD-6% ELA - AA -21% ELA - White -28% ELA Hispanic -25% Math - EL- 12% Math - SWD-3% Math - AA -12% Math - White-21% Math - Hispanic-16%	iReady - April 2023 ELA - EL -19% ELA - SWD-13% ELA - AA -26% ELA - White -35% ELA Hispanic -33% Math - EL-13 % Math - SWD-9% Math - AA -12% Math - White-31% Math - Hispanic-20%	April 2024 iReady Math All Students 10% Low-income students-10% English learners -7% African American students-10% Students with disabilities-6%	iReady Diagnostic ELA - EL -32% ELA - SWD - 20% ELA - AA -46% ELA White - 33% ELA Hispanic -37% Math - EL -28% Math - SWD -28% Math - AA -28% Math - White -30% Math -Hispanic -30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math - Hispanic-19%			White students -19% Hispanic students-16% Homeless students -31% Foster youth -31% iReady ELA All Students- 16% Low-income students -15% English learners 7% African American students -10% Students with disabilities - 6% White students -16% Hispanic students -16% Homeless students -31% Foster youth -31%	
Reclassification rate	19-20 - 16.9% Ed Data .Org 20-21 -16.5%	21-22- Not Available Ed Data.org. 5 % District wide 7% CMS 2% VSG- Local data Elevation	22-23 District Wide Local Data Elevation (2022-23) 2.69 VSG CMS10.2%	23-24 District Wide Local Data Elevation (23-24)- 7%	Reclassification rate - 22%
middle school drop out rate	0 per CalPads 2020	0 (Met)	0 (met)	0 (met)	Middle School Dropout Rate -0

Goal Analysis

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

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

2.1 -Provide students with different tiers of academic support in English language arts and math: This action was not implemented; due to severe staffing shortages all of the teachers identified to provide intervention were deployed to classrooms.

2.2 -Provide services to students to support social/emotional needs: This action was implemented; each school has one counselor, the district has employed a social/emotional specialist (who resigned mid-year), a social worker who began in the district mid-year and contracted with PESA to provide both tutoring and counseling services.

2.3 - Ensure students have access to timely and relevant academic, behavior and social/emotional support: This action was implemented. The Director of Continuous Improvement was hired in November and a secretary position was established this fall. The District was able to hire one full time assistant principal but due to staffing shortage the second assistant principal was not able to be released from the classroom to fulfill the AP role.

2.4 -Increase school engagement and attendance for students in grades 6-8: This action was implemented. Three full time elective classes are available for students in grades 6-8.

2.5 - Provide Multi- tiered System of Support for identified students: This action has been implemented. The committee has continued to meet throughout the year and review data regularly using a district developed protocol. The team refers students for appropriate services.

2.6 -Students will receive increased support to address health and social and emotional needs: This action has been implemented, each school has a part time school psychologist who provide support to the highest needs students; each school also has an LVN to address the health needs.

2.7 -Provide variety of materials to increase access to core instruction for students unable to purchase materials: This action has been implemented; supplementary reading and math programs have been purchased.

2.8 -Improve the implementation of differentiated instruction and meeting the social and emotional needs of students in each classroom: This action has been implemented; training was provided for teachers and classified on successful behavior management strategies.

2.9 -Increase student access and success in learning by providing differentiated support: This action has not been implemented due to staffing shortages.

2.10 - Provide services to English learners: This action has been partially implemented; bilingual instructional aides have been provided. Additionally Imagine Learning and Elevation contracts were also implemented. The TOSA was unable to be hired due to staffing shortages

2.11 -Students will receive coordinated support and "wrap around" services: This action has been partially implemented; consultant services have been provided however the planned work needed to be adjusted as a result of intervention teachers needing to be reassigned to the classroom.

2.12 -Provide Student's with after school intervention and Saturday School: This action has been implemented; teachers have provided tutoring support for students throughout the school year and Saturday School is provided on a monthly basis.

2.13 -Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program: This action has been implemented; musical instruments and other materials have been provided to support art and music programs. Music performances, art showcase, ELOP/ACES activities including folkloico

2.14 -Students will receive direct services to support English language development: This action has not been implemented due to staffing shortages.

2.15 -Implement a social/emotional learning center: This action has not been implemented. The District is developing job description and identifying the specific training needed to fulfill these positions; this action will continue in 24-25.

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

Action 2.1 (Provide students with different tiers of academic support) - There is a material difference for this action with less expended than budgeted - this action was not fully implemented as planned due to a shortage of teachers to provide intensive intervention
Action 2.3 (Students have access to timely and relevant academic, behavior and SEL support) - There is a material difference in this action with less expended than budgeted - all staff planned in this action were not employed for the full school year or were not able to be filled
Action 2.4 - (Increase school engagement and attendance for students in grades 6-8) - There is a material difference in this action with less expended than budgeted -the staff planned to implement this action, salaries and benefits were over-budgeted
Action 2.14 (Students will receive direct services to support ELD) - There is a material difference in this action with less expended than budgeted - this action was not implemented as planned; due to staffing shortages, (2)additional teachers were not hired; support for English learners was provided using existing staff
Action 2.15(Implement a social/emotional learning center) - There is a material difference in this action with less expended than budgeted - this action was not fully implement as planned due to a lack of permanent qualified staff available

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

Action 2.1 - Provide students with different tiers of academic support in English language arts and math: This action was not implemented due to a lack of staff.

Action 2.2 -Provide services to students to support social/emotional needs: The District has begun to implement a coordinated services to address the social, emotional and behavioral needs of students. The District has been able to maintain two counselors. However during the middle of the school year the social/emotional learning specialist left the district and earlier in the year the District's social worker left. In February the District was able to hire a social worker. The SEL team work with an external consultant and district staff to develop processes and systems for identifying students needing tiers 2 and 3 support in this area. Additionally the team looked at a referral process and professional development needs. At the middle school, the team has developed and begun to implement a Social/Emotional Learning Center focusing on Tier 3 level support. In this center students also receive instruction in restorative practices. The impact is in the beginning stages as the principal and assistant principal are working on providing a consistent tier 1 restorative system throughout the school. There is greater common understanding of restorative practices and what constitutes an office discipline referral among the staff.

Action 2.3-Ensure students have access to timely and relevant academic, behavior and social/emotional support: This action is at the beginning stages of getting the desired result of having coordinated SEL and behavior systems in place at both schools. At the elementary

school, due to staff shortage, the District was unable to hire an assistant principal. The Director of Continuous Improvement is new to the District and new to this type of position. This Director is beginning to work with principals in understanding data, and developing their school plans in a more strategic manner with a focus on continuous improvement. At the middle school where there has been an assistant principal in place for two years, there is increased evidence using walkthrough data and office referral data that systems of support are being formed and implemented.

Action 2.4-Increase school engagement and attendance for students in grades 6-8: This action has provided opportunities for middle school students to become more engaged in school and therefore increase their attendance and decrease chronic absenteeism. This action has been partially effective. Attendance data indicates that students enrolled in the music programs have demonstrated increase attendance and decreased chronic absenteeism. Although the other courses provide students with activities that are engaging, they have not had the same impact on student attendance.

Action 2.5-Provide Multi-tiered System of Support for identified students: This action has been effective at the District level. A team of educators representing both district staff and school staff meet regularly to review student data, address the progress of high profile students and review how the support systems that have been provided are meeting these students' needs. As a result those students experiencing significant academic, social/emotional and behavioral challenges are having the interventions they are receiving reviewed and modified as needed. School leadership teams are also meeting regularly however their focus has been more focused on school level systems and the implementation of commonly agreed practices. As a result of these systems being implemented with consistency, based on the California Dashboard, there has been a reduction in chronic absenteeism, an increase in English Language Learner Progress and some growth among students with disabilities, homeless students and English learners in math. Preliminary iReady results demonstrates growth English language arts, particularly at the elementary level.

Action 2.6-Students will receive increased support to address health and social and emotional needs: This action provided a variety of support services to support the health and social/emotional needs of students. Having an LVN at each school has provided increased support for students and their families with ongoing health issues and assisted families in addressing the causes of chronic absenteeism. Having LVNs have also allowed the Attendance and Health clerks to focus on following up on attendance issues and being able to spend more of their time on attendance follow-up. Both of these positions have been effective in causing a steady increase in student attendance and a reduction in chronic absenteeism based on both local student information data and California Dashboard data. The two psychologists have each provided support to students experiencing significant trauma. The effect of the school psychologists currently is anecdotal. Psychologists have indicated that the students they have seen in counseling have had fewer office referrals during the 23-24 school year. In the 24-25 school year, the District will be implementing Sown to Grow an social/emotional screener that will provide the District with better data to monitor these services.

Action 2.7-Provide variety of materials to increase access to core instruction for students unable to purchase materials: This action provided supplemental instructional materials to provide greater support for students to achieve proficiency in grade level standards. The District has an active curriculum committee that reviews the materials that are being recommended for purchase. The committee has carefully provided input on math and reading programs that will be used to supplement the core while the adoption process for math and ELA take place. Preliminary iReady data in ELA at the elementary level indicate that the use of these materials, when used with fidelity, are having a positive

impact on student achievement in reading. Other supplemental materials used for intervention have also been purchased however without a systematic intervention program in place, the effectiveness of these programs has not been able to be fully assessed.

Action 2.8 -Improve the implementation of differentiated instruction and meeting the social and emotional needs of students in each classroom: This action provided a professional development day for classified instructional staff. Staff was provided training along with teachers in effective behavior management strategies. Evaluations of this professional development indicate that the training was positively received. The impact of this training is having both classified and certificated staff receiving the same information and implementing these strategies together. These strategies are at the beginning level of implementation therefore data for the 23-24 school year is inconclusive related to effectiveness at the middle school. However, based on both teacher survey data and other teacher input from Challenger Middle School, the focus for classroom management in 24-25 will be in implementing restorative practices school-wide. The effectiveness of the professional development at the elementary school has been more positive with office discipline referrals being reduced and walkthrough data indicating that the strategies that were introduced through the professional development are beginning to be implemented with greater consistency.

Action 2.9-Increase student access and success in learning by providing differentiated support: This action was not implemented due to a lack of certificated staff.

Action 2.10- Provide services to English learners: This action provided services to English learners. Not all of the planned services were able to be implemented. Bilingual assistants are providing support to English learners in their core classes. The use of Elevation to track important data related to English learners' progress has supported a better understanding of the progress and needs of students. With a better understanding of the data and the use of supplemental ELD programs, English learners are making progress as measured by the ELPAC. The District was not able to hire an ELD TOSA to support teachers due to a shortage of certificated staff.

Action 2.11-Students will receive coordinated support and "wrap around" services: This action was partially implemented. An external consultant supported the development of a Social/Emotional Learning Center at the middle school and Learning Centers at both schools. The SEL center is at the beginning stages of implementation and the Learning Centers were not operational this year due to a shortage of certificated staff. Since full implementation did not occur, the effectiveness of this action is not able to be described. However, based on the initial planning for the Social/Emotional Learning Center at Challenger Middle School, there are now common criteria for identifying students who will be served, procedures for exiting students, explicit connections between the restorative practices in the SEL Center and the classrooms and identification of the roles of each of the staff who will be providing services. Based on this work, the SEL Center will be implemented in the 24-25 school year for students in grades 6-8.

Action 2.12 -Provide Students with after-school intervention and Saturday School: This action has been partially implemented and therefore partially effective. Saturday School was highly effective in recovering attendance and allowing students to receive instruction on missed learning due to absences. After-school tutoring and intervention have been more sporadically implemented and therefore has not been as effective as in the past.

Action 2.13-Provide services to address the needs of the "whole child" through the implementation of the Arts Integration Program: This action has been effective in addressing the needs of the whole child by providing multiple visual and performing arts opportunities for

students to experience. Activities have been carefully planned and aligned with standards. Students responded positively to the activities and demonstrated an understanding of the content being presented. This year the District has been able to add opportunities in the arts through Expanded Learning Opportunities. We have not been able to offer and of the performing arts other than music during the day.

Action 2.14-Students will receive direct services to support English language development: This action was not implemented due to a shortage of certificated staff. The intent of this action was to provide additional instructional time for English learners who needed specific support toward successfully being reclassified. Current ELPAC data and CASSPP data is not available to determine the impact on English learners' reclassification rate. However, local reclassification data indicates that this service is still needed.

Action 2.15 -Implement a social/emotional learning center: Although a social/emotional learning center has begun to be implemented the two additional instructional assistants that were intended to support this center was not implemented.

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

Metric Changes: The following are changes to Goal 2 Metrics in the 24-25 LCAP: ELPAC data, EL Progress Dashboard, Daily Attendance Rate, Sown to Grow(SEL Screener), Chronic Absentee Rate, Chronic Absentee Dashboard

Changes in Actions for Goal 2: (in addition to several goal number changes)

2.1 - reflects a change in the number of intervention teachers- for the 24-25 school year, the District will focus on the pull-out intervention at the two elementary schools. This is, in part due to a lack of personnel available and the inability over the past three years to fully implement this action. During the spring, of 2024, the District's Human Resources Department, aggressively recruited certificated staff. The District held two job fairs and provided multiple Saturdays and "after-hours" times for candidates to interview

2.5 - will now include increased weekly instructional minutes to provide targeted support for students at all schools; this action is strengthened by adding one hour per week for instruction

2.9 - now includes all services for English learners (except for long-term English learners) - basic ELD instruction is in Goal 1, Action 13

2.12 - this action specifically provides targeted support for long-term English learners - this action identifies strategies that will be implemented to decrease the number of long-term English learners

2.13 - this action provides services and support for African American students; this student group has multiple areas where they are performing on the Dashboard in the "red" performance level

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe and secure learning environment that supports student connectedness and engagement in school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	4.2% (2019 Data Quest)	12.29% P2 Local data 21--22 Power school	P2 Local data 22-23 Power school	7.4% Local data - 23-24 as of April 2024	Suspension rate - 3%
Suspension Dashboard	Orange SWD - red AA - red White - red Foster - orange EI - Orange	Not available	High SWD - very high(9.1%) AA - very high (12.7%) White -high (4.8%) Foster - very high (13%) EL - high (4.4%)	Dashboard - suspension All students - red - 7.4% SWD - red - 12.1% AA - red - 14.1% White - red - 9.6% Foster - red - 18.9% EL - red - 8.1%	Suspension Dashboard - Green SWD - yellow AA - yellow White - green foster - yellow EL - green
Expulsion rate	2019 - Data Quest 0	Data Quest not available 1 student (met) local data (May 2022)	0 as of April 27, 2023	As of April 30 0	Expulsion - not to exceed 1
Attendance rate	94% P2 - 20-21 School year	89% -P2 21-22 School Year	91.2% - P2 22-23 School year	90.4% - P2 23-24 School year	Attendance Rate - 95-97%
Chronic absentee rate	2020-2021 CalPads-P2	2021-2022 CalPads-P2	2022-2023 CalPads-P2	CalPads 2023-2024 All students - 35.04%	Chronic Absentee Rate - 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	12% SWD - 19.2% AA - 20.1% Foster - 20.5%	33.70% SWD-14% AA-9% Foster-2%	ALL 32.49% SWD-4.5% AA-3.08% Foster-.43%	English learners- 35.32% low-income students- 36.78% Foster Youth- 33.32% African American students-38.18% White students-37.1%	SWD - 13% AA - 13% Foster - 18%
Chronic absentee dashboard	2019 yellow SWD - orange AA - orange foster - red	Not available	very high (44.5%) SWD - 56.3% AA- 46.7% Foster - 22.5%	Dashboard - All students - yellow - 36.4% SWD - yellow 43.1% AA - red - 50% Foster - red -32.3%	Chronic Absentee Dashboard All student- Green SWD - yellow AA - yellow foster - orange
Youth Truth Survey Students	Spring 2021 Belonging and Peer collaboration - 42% School Safety Elementary School- 69% Middle School- 48%	Belonging and Peer Collaboration - VSG - 61%, CMS - 44% (met) School Safety - VGS - 57%, CMS - 39% (not met)	Belonging and Peer Collaboration - VSG - %, CMS - 48% School Safety - VGS - 56%, CMS - 38%	Belonging and Peer Collaboration -34% School Safety Elementary 68% Middle School -38% Culture- 24% Engagement- 42%	Belonging and Peer Collaboration - 50% School Safety - Elementary School - 75% Middle School - 55%
Youth Truth Survey Staff	Spring 2021 Culture - 36% Engagement - 65% School Safety - Elementary School - 57% Middle School - 33%	Culture - VSG - 29%, CMS - 55% (met) Engagement - VSG - 68%, CMS - 67% (met) School Safety -	Culture - VSG - 33%, CMS - 18% Engagement - VSG - 45%, CMS - 20% School Safety - Elementary - 46% (not met)	Culture - 3% Engagement -22% School safety - 27% Relationships - 29%	Culture - 45% Engagement - 75% School Safety - Elementary- 70% Middle School - 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Elementary - 56% (not met) Middle School - 56% (met)	Middle School - 25% (met)		
Facilities safe and in good repair	FIT - ratings good to exemplary	98.45% - good (2021-2022)	95.39% - good (22-23)	100% - good as of 2023 (2024 data pending)	FIT - maintain rating of good to exemplary

Goal Analysis

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

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

- 3.1 -Implement restorative behavior support strategies: This action was implemented. A contract was implemented with a trainer to provide professional development in behavior management strategies; incentives for increasing positive behavior and/or improving school climate were provided, These incentives included activities students had the opportunity to earn over a period of time. A contract with SWIS was also implemented to monitor behavior data.
- 3.2 - Purchase safety equipment: This base action was implemented with the purchase and installation of safety equipment.
- 3.3 - Provide classified staff, (including administrators): This base action has been implemented as planned; however, some positions were not filled for the entire school year.
- 3.4 -Develop a plan for deferred maintenance: This base action has been implemented. The District is responsible for implementing routine maintenance on its facilities. The maintenance needs are frequently greater than the time or resources available. The District developed a plan to prioritize and address the most important maintenance needs and a plan to address the other needs in future year.
- 3.5 -Develop and implement a plan for furniture replacement: This base action has been implemented with the development of a furniture replacement plan. This year the plan was developed. Furniture that was replaced this year was a part a school bond project.
- 3.6 -Provide supplies, materials and equipment to maintain safe and clean facilities: This action has been implemented; schools and departments have all received materials and supplies to maintain the facilities,
- 3.7 - Develop and implement a replacement plan for capital outlay: This action has been implemented; buses have been purchased.
- 3.8 -Students will participate in a positive, risk taking and problem solving learning environment: This action has been implemented; the District has a contract with LACOE for PBIS services as well as contracts to implement Capturing Kids Hearts at both schools have been executed.
- 3.9 -Implement Play Works to support students successfully interacting with others during unstructured time This action has been implemented: the District is implementing Play Works at both schools, however the implementation at the middle school has not been

consistent. The middle school staff has identified things that could be improved such as increasing the training for staff and the inclusion of junior coaches (students trained by Play Works to provide peer leaders). These actions will be implemented in 24-25 school year. The District has provided increased campus supervision to ensure the program is implemented.

3.10 -Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance: This action has been implemented; The District is implementing Attention to Attendance using the program to monitor student attendance and chronic absenteeism.

3.11 - Implement Homeless Information Management System: This action has been implemented; The District has implemented this program to monitor all services provided for homeless and foster youth.

3.12 -School Pass- This action has been implemented; this program supports the District in monitoring visitors on campus and daily attendance.

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

Action 3.2 (Purchase safety equipment) There is a material difference in this action with less funds expended than budgeted; any safety equipment that the District obtained this year was funded with one time funding

Action 3.3 (Classified staff including administrators) There is a material difference in this action with less funds expended than budgeted; this is due to many positions remaining unfilled for the majority of the school year due to a lack of staff availability

Action 3.5 (Furniture replacement) There is a material difference in this action with less funds expended than budgeted; the expenses of this action were funded through the District's bond funds

Action 3.6 (Supplies and materials to maintain safe and clean facilities) There is a material difference in this action with less funds expended than budgeted; the expenses in this action were funded with one time funds

Action 3.7 (Capital Outlay) There is a material difference in this action with less funds expended than budgeted; the District received a grant to pay for the planned expense

Action 3.8 (Students will participate in a positive learning environment) There is a material difference in this action with less funds expended than budgeted; Contracted services planned in this action were less than budgeted

Action 3.9 (Implement Play Works) There is a material difference in this action with more funds expended than budgeted; contracted services were increased due to increased need for training and support for staff and there was an increase in personnel (campus supervisors) used to implement this program)

Action 3.10 (Attention to Attendance) There is a material difference in this action with more funds expended than budgeted; contracted services were increased and staff to support the implementation of this program were not originally budgeted in this action

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

3.1 - Implement restorative behavior support strategies: This action was somewhat effective. The District and schools have put forth a focused effort to implement restorative practices, evidence based classroom behavior management strategies and PBIS during the past two years. This year, preliminary suspension data from Power School indicates a reduction at both schools. Using SWIS data, schools have identified where reductions in behavior are occurring and where additional work needs to be done. At the middle school, data indicates that referrals are often from the same classrooms or the same areas of campus. At the elementary school, referrals are more typically from the playground or cafeteria. There is an understanding of how all of these practices work together to provide a safer and more engaging school climate. Administration has worked with staff to define terminology. For example, when students are removed for behavior from the classroom or in some cases from the school, restorative practices are implemented to help students successfully return to the classroom or school. Based on the training teachers are developing a clearer understanding of the importance of being consistent with implementing behavior expectations and using incentives (as developed through our work with PBIS) in both classrooms and in school common areas. Due to the level of experience of the teaching staff and administrators, these practices are at the beginning levels of implementation. There is a reduction of suspension at both schools. Staff is more calibrated in referring a student with an office referral and the majority of students are responding to the systems and structures that are being implemented.

3.2 -Purchase safety equipment: This is a base action. Equipment such as cameras have been added throughout the District to increase student and staff safety. There has been a reduction in graffiti and break -ins as a result of the camera placement.

3.3 -Provide classified staff (including administrators): This is a base action. Classified staff for school level operations such as transportation, clerical and business services staff have provided necessary base service. This base action was implemented and partially effective due to a lack of personnel.

3.4 - Develop a plan for deferred maintenance: This base action was funded with one time federal funding. New staff this year has effectively addressed the maintenance needs of the district. The District is in the process of a major remodeling project which has had the staff balancing the needs of this project and routine maintenance. According to maintenance records, routine maintenance is being address in a timely manner.

3.5 - Develop and implement a plan for furniture replacement- The District has developed a furniture replacement plan however it has not been implemented at this time. The District is in the middle of a bond implementation.

3.6 -Provide supplies, materials and equipment to maintain safe and clean facilities: Materials and supplies for ensuring schools are clean and safe have been purchased and as a result the FIT report remains in the good to exemplary range.

3.7- Develop and implement a replacement plan for capital outlay: The District has a plan to replace buses as a result of this action.

3.8 -Students will participate in a positive, risk taking and problem solving learning environment: Capturing Kids Hearts (CKH) was implemented this year. Based on school walkthroughs, elements of CKH were evident and effective at the elementary level. For example, classrooms were implementing morning meetings, using social contracts, focus on specific character traits with monthly celebrations of the implementation of the traits and end of the day launch. At the middle school level implementation was less effective. Based on walkthroughs

the staff's efforts were more focused on alternative behavior management strategies and less on CKH. The one elements of CKH that were implemented in some classrooms were social contract. School climate work at both schools is a continued need.

3.9-Implement Play Works to support students successfully interacting with others during unstructured time: Play Works was more effective at the elementary level with the use of sandwich boards and station set up. Office referrals at the elementary level were reduced. At the middle school the implementation was not as consistent and therefore the results were not as impactful.

3.10 - Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance: Attention to Attendance has not been as effective as it could be due to a lack of professional development on the program. Based on data from the past two years both on the California Dashboard and local Power School data, chronic absenteeism has improved for "all students" and the majority of the student groups at both schools. Chronic absenteeism among African America students and foster youth continue to be at a higher rate. The full extent of the program has not been utilized. Data has been used to identify students where home visits have been needed. IEP Teams have used the data to also engage parents in better understanding students' attendance concerns. The District's social worker has also used the program to identify families who have more intensive needs in this area to determine if there is an underlying cause to regular attendance.

3.11-Implement Homeless Information Management System: Homeless Management System has been effective in providing information for our social worker and other staff in monitoring and supporting homeless students. This program has been fully implemented during the 2023-2024 school year for the first time. The District's social worker has used the data identify students,

3.12-School Pass - School Pass has been partially effective in monitoring school visitors. However the full extent of the program has not been implemented and therefore the effectiveness is not as great as it could be.

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

Metric changes for 24-25: addition of "office discipline referrals" through Power School

Changes in Actions:

Goal 3 in the 24-25 LCAP includes a reorganization and renumbering of the actions. Changing the "Base" Actions in this goal is being done to help better understand how a majority of the basic operations in the District are being addressed.

The following "base" actions include non-certificated "base" expenditures:

3.1 - Basic Instructional Operations

3.2 - Supports for students with disabilities - includes all services specifically related to students with disabilities

3.3 - Maintenance and Facilities

3.4 -Home to School and special education transportation

Action 3.9 -Positive School Climate - this action focuses on school climate and positive behavior and now combines two actions from the previous LCAP (Previous 3.1, 3.8)
Action 3.10 -Social/Emotional Learning Center - this action describes the implementation of a social/emotional learning center at Challenger Middle School (Previous Action 2.15, 23-24 LCAP)

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

Goals and Actions

Goal

Goal #	Description
4	Increase parent and community involvement to create strong home /school/community partnerships

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents attending participating in workshops	to be determined during 2021-2022 school year	54 parents attending workshops and classes	55 parents attending workshops and classes	52 parents attending workshops and classes	increase number of parents attending/participating parent workshop
Youth Truth Survey (Parents)	Parent Survey - Spring 2021 Culture - 40% Engagement -45% Safety - Elementary - 57% Middle - 33%	(2021-2022) Culture - VSG - 58%, CMS - 47% (met) Engagement - VSG - 58%, CMS - 47% (met) Safety - Elementary - 57% Middle School - 39%	Culture - VSG - 50%, CMS - 26% (met) Engagement - VSG - 45%, CMS - 20% Safety - VSG - 46% and CMS - 25%	Culture - VSG - 70% %, CMS - 15% Engagement - VSG - 71 % %, CMS -25 % Safety - VSG-48% and CMS - 31% Relationships - VSG-84% and CMS-64%	Parent Survey Culture -VSG - 50% CMS - 35% Engagement - VSG 55% CMS - 40% Safety - VSG -60% CMS - 45%
Local Indicator Priority 3 - Parent Involvement in Decision Making	Agenda for School Site Council, District English Language Advisory Committee and the Parent Advisory will include a dedicated agenda item requesting specifically parent	100% of agendas indicate an item for parent input on decisions: Met (2021-2022)	100%of agendas indicate an item for parent input on decisions (22-23 school year)	100% of agendas indicate an item for parent input on decisions (23-24 school year)	Agenda for School Site Council, District English Language Advisory Committee and the Parent Advisory will include a dedicated agenda item requesting specifically parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	input on decisions - 100% of all agendas				input on decisions - 100% of all agendas

Goal Analysis

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

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

Action 1 - Provide opportunities for parents to participate in parent education activities to impact student attendance, behavior and engagement in school: The District implemented parent workshops using a contracted service. Five workshops were provided throughout the year through this vendor. Additional workshops were provided by other consultants and district staff. In partnership with Save the Children other parent workshops and engagement activities were also provided. Latino Family Literacy was not able to be implemented due to a lack of staff.

Action 2 - Provide opportunities for parent voice to be included in District decisions about students: This action was implemented. Parents were more able to participate in leadership meetings such as School Site Councils, ELAC/DELAC and the District Leadership Team. Child care and translation services were provided.

Action 3 -Improve school readiness for pre-school, TK and Kindergarten students: The partnership with Save the Children has been fully implemented. Many activities supporting parent engagement and readiness for early literacy were provided. Weekly parent/child group meetings were held with a focus on the developmental needs of students. A kindergarten readiness ambassador provides weekly parent and child school readiness activities. Home visits are made on a regular basis to address a variety of concerns. Food Distributions were regularly provided throughout the year.

Action 4 -Increase parent involvement to impact student achievement and engagement: The District and each school have a community liaison. They are frequently the first contact a parent has when visiting a school or district office and have provided direct and frequent communication with parents. These staff members have provided outreach to parents connecting social work services and parents and teachers and parents. The community liaisons provide parent workshops that help to inform parents of school leadership opportunities, events for parents to participate with their children, and organize "coffee with the principal".

Action 5-Provide a variety of strategies to increase communication and provide outreach to parents to have a greater impact on student learning: Parents requested for the District to have one format for communication. The District will respond by providing staff with increased training on the preferred system.

Action 6-Increase opportunities for non-English speaking parents to participate in students' education: This year parents discussed pros and cons of different ways to have information translated. The parents will continue to discuss options and finalize their decision at the beginning of next school year.

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

Action 4.1 (Parent education opportunities) There is a material difference with this action with more funds expended than budgeted; there was an increase in the number of workshops provided by both consultants and district staff

Action 4.3 (Improve readiness for pre-school, TK and Kindergarten) There is a material difference with this action with more funds expended than budgeted; there was an increased contribution to Save the Children as a result of increased services

Action 4.5 (Provide a variety of strategies to increase communication) There is a material difference with this action with more funds expended than budgeted as a result of an increase in the contract for the newly identified parent communication service

Action 4.6 (Increase opportunities for non-English speaking parents to participate in students' education) - There is a material difference with this action with more funds expended than budgeted; there was a greater need for translation services for parents who participated in school events and school leadership activities.

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

Action 1 -Provide opportunities for parents to participate in parent education activities to impact student attendance, behavior and engagement in school: This action was effective. Based on Youth Truth Surveys, parents feel more engaged and welcomed at school. Some of the workshops did not have the number of participants that were planned. Save the Children activities were better attended.

Action 2-Provide opportunities for parent voices to be included in District decisions about students: The District has provided more frequent opportunities for parents to be included in decisions about their students and these opportunities have been held throughout the school year. Parents who have participated in these opportunities have indicated that they believe their voices have been valued. Although the number of parents who have participated has been relatively small, those parents participating regularly attend. Parents have indicated their concern that other parents do not participate as frequently as they would like to see. During these meetings, suggestions for possibly increasing parent engagement were made. Most of these were school-level related. Principals who were also in attendance at many of these meetings indicated that they would include these ideas when developing their school plans. Parents also had the opportunity to respond to a survey. Parents attending the various committee meetings were responsible for reviewing and revising the survey. These parents were also included in reviewing the survey results and making recommendations for the LCAP based on survey results and their meeting discussions

Action 3-Improve school readiness for preschool, TK, and Kindergarten students: Save the Children is an important partner with the school district. They provide many services to the community. One of those services is to support parents by providing school readiness programs ...

Action 4- Increase parent involvement to impact student achievement and engagement: The District's Community Liaison and the two liaisons that work at each school have provided services very effectively. Based on the Youth Truth Survey (parent) and feedback provided in forums where parents have provided their input, these community liaisons have been highly effective. They have provided parents with important and relevant information in a manner that parents have found to be effective. Their availability to provide parents with information in person and immediately has been appreciated by parents. Parents do not need to wait to receive information from the principal or office staff who are often not available or involved with other responsibilities when parents are dropping off or picking up their children. Parents report that the community liaisons have resources or contacts for resources that are important. Community liaisons have also provided communication between parents and teachers, especially when they are need to have meetings translated.

Action 5- Provide a variety of strategies to increase communication and provide outreach to parents to have greater impact on student learning: Parents indicated that is was not as effective for them to have multiple ways of communication and preferred to have one platform.

Action 6-Increase opportunities for non-English speaking parents to participate in students' education: Although translation services were provided, some parents indicated a preference for translation using technology where other parents want to continue with in-person translations. The District will continue to work with parents to determine the next steps.

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

There are no changes in the metrics for this goal.
Translation services are now included in action 4.4 (2023-2024 LCAP - 4.6)

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

Goals and Actions

Goal

Goal #	Description
5	To address the needs of African American students in the Wilsona School District, the District will provide services that will increase the engagement, achievement and attendance of African American Students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP (AA) Math	3% at or above grade level			6.52% at or above grade level	15% at or above grade level standards
CAASSP ELA (AA)	10% at or above grade level			18.37% at or above grade level	20% at or above grade level standards
iReady math (AA)	18% meets or exceeds grade level standards			3% at or above grade level	28% meets or grade level standards
iReady ELA (AA)	36% meets or exceeds grade level standards			10% at or above grade level	46% meets or exceeds
Suspension rate (AA)	12.7% (2022 Dashboard)			14.4% (2023 Dashboard)	8% for suspension (AA)
Chronic Absentee rate (AA)	46.7 (2022 Dashboard) 20.1% (CalPads 2023 P-2) (AA)			50% (2023 Dashboard) 38.18% (CALPADS 2024 P-2 - AA)	11% chronic absentee rate (AA) - P-2)

Goal Analysis

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

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

5.1 - Implement restorative practices - Currently the District is at the beginning stage of implementing restorative practices. Some staff have received more intense training. Systems have been identified for implementing it schoolwide but have not been fully implemented this year.

5.2 - Provide tutoring in-person or virtually -Tutoring was provided both virtually and in person with African American students receiving priority

5.3- Provide parent and student outreach with African American families -The social worker did not begin work in the district in the district until January 1, 2024. She has begun to identify a group of parents that she can do more intensive work with next year.

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

5.1 - Implement restorative practices - There is a material difference in this action with fewer expenses than budgeted. The expenditures for this action were included in Actions 2.6, 2.11, 2.15 and 3.1

5.2 - Provide tutoring in-person or virtually - There is a material difference in this action with fewer expenses than budgeted. The expenditures for this action were included in Actions 2.3 and 2.9

5.3- Provide parent and student outreach with African American families -There is a material difference in this action with fewer expenses than budgeted. The social worker did not begin work in the District until January and needed time to understand the needs of African American students and parents and to begin developing relationships.

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

5.1 - Implement restorative practices - The District is in the beginning stages of implementing restorative practices. At this stage of implementation, the action is effective. At the middle school restorative practices have been implemented to restore African American students back to the classroom with a goal of reducing the amount of time students are removed from instruction. Restorative practices implementation has been included in the LCAP for the past two years and as a result of preliminary positive data (attendance and suspension data), the District will continue to implement restorative practices. The addition of a school social worker this year has the potential of doing further outreach with African American students and families that will support the implementation of restorative practices.

5.2 - Provide tutoring in-person or virtually -For the students who participated in tutoring opportunities, academic improvement was observed. The purpose of providing tutoring both virutally and in person was to increase participation by African American students in this service. It continues to be a challenge to have African American students consistently to take advantage of this service. The District believes that it is important to continue to offer tutoring opportunities and staff will continue to reach out to African American students and their families to encourage their participation.

5.3- Provide parent and student outreach with African American families - This action was related to the District's employing a social worker. The plan continues to be for the social worker to specifically connect with African American families and students to support an identified need to support these families and students in feeling more connected to our schools and district. Based on our Youth Truth Survey, there continues to be a need in this area. Since the social worker began working at the end of January, we believe that this remains an effective strategy to implement and will continue implement and monitor the effectiveness through the 24-25 school year.

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

This goal will not be included in the 24-25 LCAP. Activities pertaining specifically to African American students in 24-25 LCAP can be found in Goal 2, Action 2.12

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wilsona School District	Steve Doyle Superintendent	sdoyle@wilsona.k12.ca.us 6612641111

Plan Summary [2024-25]

General Information

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

<p>Overview</p> <p>The Wilsona School District serves the small, rural, high desert community of Lake Los Angeles. The Wilsona School District is an organization which views itself as a family. Tucked in the northeast corner of Los Angeles County, the District provides welcoming campuses and devoted staff to its 1250 plus students. Student achievement and high standards are the focus of our schools. Parent participation is encouraged through volunteers, PTOs, School Site Councils, English Learner Advisory Committees, partnerships with Strength Based Community Change,(SBCC) Save the Children and other site and district committees.</p> <p>The Wilsona School District has an enrollment of just over 1257 students from Pre School through Eighth Grade. This is based on 2023-2024 CBEDS. There is one elementary (K-4th), one middle school (5th-8th). In the 2024-2025 school year Wilsona will be opening the Wilsona Elementary campus as a 3rd through 5th grade campus. The current elementary will be configured as TK through second grade. The District office is located on the elementary site. Currently there are 59 teachers in the District and 107 support staff. The School District is managed by the Superintendent.</p> <p>The District covers approximately 100 square miles in the northeast corner of Los Angeles County although most of the region is uninhabited. 90% of the area’s population is located within 20 square miles. The community includes both unincorporated parts of Palmdale and Lancaster as well as Wilsona Gardens and Lake Los Angeles. The District boundaries reach Avenue J to the north, 260th to the east, Avenue S to the south and 142nd to the west. Our high school students attend Littlerock High School which is part of the Antelope Valley Union High School District.</p> <p>Demographics</p> <p>95.4% of the children in the district are eligible for free and reduced lunch.433 English Learners which is 34.4% of the school population. (2023-2024 CBEDS) 20 (1.59%) students are foster and 194 students (15.43%) are homeless and attend the District’s schools. The district has an unduplicated count of 96.3%., with the largest group being low socio economic students, then English learners. Ethnicity 83.92% Hispanic,7.59% White, 7.47% African American,1.75% Two or more races, .63% American Indian, .16% Other (2023-2024 CBEDS) Some</p>
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65% of the students in third grade have been in the district since kindergarten, 39 % of the students who remain in the district from kindergarten through eighth grade. 13.8% are students with disabilities. In addition there are 30 preschool students with disabilities making up 2.3% of the student population. Approximately 34% of parents are high school graduates and 29% are not high school graduates. 21% have some college, 15% are college graduates and 2% have a graduate degree or higher. 20% of the population is transient during the year.

Key specialized programs

Wilsona School District operates its own transportation department. Due to the remote location, it was determined years ago it was more cost effective for the district to house a transportation department and buses to serve the district students.

WSD has implementation of 1:1 devices for all students kindergarten through eighth grade. Due to teacher shortages intervention teachers were placed in grade level classrooms. Each Site has 1 counselor and 1 school psychologist. The Wilsona School District had a turnover of the Social Emotional Learning Specialist in April of 2024. The district also had a change in Social Worker in March of 2024. The district was also able to hire two LVN's to support the health needs of the sites.

WSD previously had numerous electives which included an award winning middle school marching band. Due to fiscal issues over 10 years ago, all electives and after school activities/sports were discontinued. Fortunately with the influx of supplemental/concentration funding, electives have slowly been able to return to 7th and 8th grade. Last year 6th grade was added to the middle school master schedule. In 2019 band, music, art and technology returned as electives. The band was able to engage in its first march at the community Cinco de Mayo celebration. College and Career was implemented in the 2021-2022 school year in the form of a Paxton Patterson lab. This lab will support the college and career pathways at the high school.

WSD received an ASES grant in 2012-2013 for the elementary school and one in 2013-2014 for the middle school. Each grant is renewable after 3 years. WSD was awarded another three years for both programs in 2020. ASES allowed WSD to bring back some afterschool activities and homework support. Title I funding has allowed additional after school, specialized Saturday Enrichment Activities and Summer School to return. The District is in need of even more activities for students during and after school. Wilsona School District uses the Expanded Learning Opportunity monies to support extending the school day to nine hours. The additional hours provide enrichment, recreation, leadership, clubs, sports and technology for students.

WSD is the fiscal agent for the SAVE the Children Early Steps for Student Success that is for parents and children under 5 years of age. The funding is guaranteed through June of 2025. This program includes literacy programs for parents and children birth to 5, a book bag exchange, parent child activities, and home visits and a Kindergarten readiness Ambassador who provides weekly classes to help families prepare their child for kindergarten. In 2020 Parents Educators and Students in Action (PESA) became a partner of the Wilsona School District in 2020. PESA provides the district with counseling, tutoring support, parent and student workshops and a clothes closet for families dealing with homelessness and students in the foster system. The district has also has worked to add some additional support opportunities for families through Strength Based Community Change, Antelope Valley Partners in Health and Freeman Thomas Enterprises.

Staffing

Administrator staffing includes the Superintendent and two school Principals. Ratio of Administrators to students is 316:1. In 2019 a Chief Academic Officer level position was added. Certificated Management includes 2 FTE Assistant Principals, 1 Program Specialist, realignment of a position, Director Accountability and Continuous Improvement (2019) and 2 Psychologists. Classified Management includes a Chief

Business Officer, Accountant ,Director of Transportation, Director of Student Nutrition, Director of Maintenance and Transportation, Human Resources Technician (added in 2021) and Confidential Classified include 2 Administrative Assistants.

Certificated staffing: WSD has 59 classroom teachers, with an average classroom ratio of 26:1. In addition, 1 nurse, 2 LVN's, 2 Educational Technology Support Staff,1 data system support staff, 2 counselors, 4 intervention teachers which had to be placed in the classroom due to teacher shortages, 3 contracted speech therapists, and 7 special academic instructors .

Classified staffing: WSD has 107 regularly employed classified employees ranging in 2.5 hours to 8 hours per day.

Reflections: Annual Performance

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

The California Dashboard (2023) results include:

English language arts- All students performing in "red" performance band- 89.6 points below standard (maintained)

The following student groups were performing in "red" performance band District-wide:

- English learners
- Hispanic students
- Homeless students
- socially/economically disadvantaged students
- students with disabilities

Challenger Middle School :

- All students
- English learners

Hispanic students

- socio/economically disadvantaged students
- students with disabilities

White students

Vista San Gabriel Elementary:

- All students
- English learners
- Hispanic students
- socio/economically disadvantaged students

Mathematics

All students performing in "red" 115.7 points below standard (maintained)

The following student groups performed in the "red" performance band District-wide:

- African American students
- All students
- Hispanic students
- socio/economically disadvantaged students
- White Students

Challenger Middle School

- All students
- African American
- English learners
- Hispanic students
- socio/economically disadvantaged students
- students with disabilities
- white students

Vista San Gabriel

- no student groups performed in "red"

English learner progress - English learners performed at the "green" level with 49.3% of students making progress towards English proficiency which was a 10.5% increase.

Chronic Absenteeism was reported in the "yellow" range with 36.4% of students identified as chronically absent. This is an improvement with an 8.1% decline.

Student Groups performing in "red"

- African American students
- foster youth
- white students

Challenger Middle School

- white students

Vista San Gabriel

- African American students
- White Students

Suspension rate - All students and all student groups were reported in the "red" performance band. 7.4% of all students were suspended at least one day which was a 1.7% increase.

Student groups performing in "red":

- African American students

- All students
- English learners
- Foster Youth
- Hispanic students
- Homeless students
- socio/economically disadvantaged students
- students with disabilities
- white students
- two or more races

Challenger Middle School:

- All students
- English learners
- Hispanic students
- socio/economically disadvantaged students
- students with disabilities
- white students

Vista San Gabriel Elementary

- African American students

Local indicators

Implementation of Academic Standards - range from 3-5 (initial implementation -full implementation and sustainability)

(23-24) Self Reflection Tool

Recently Adopted Academic Standards

Language Arts - full implementation (4)

ELD - Initial implementation (3)

Math - initial implementation (3)

Next Generation Science - Initial implementation (3)

History/Social Science - Initial implementation (3)

Instructional Materials -all areas - full implementation and sustainability (5)

Policy and programs to support staff

ELA, Math and History/Social Science- full implementation

ELD and Next Generation Science - Initial Implementation(3)

Other Adopted Academic Standards

CTE, Health, PE and VAPA - initial implementation (3)

Access to a Broad Course of Study - based on a review of the master schedule at Challenger Middle School - all students have access to all core instructional classes and a CTE course; all 7th and 8th graders have access to an elective course.

Based on a review of grade level schedules, all students in grades K-5 have access to all core instructional classes

Parent and family engagement

- Building Relationships between School Staff and Families - rating range from initial implementation to full implementation
- Building Partnerships for Student Outcomes - rating ranges from initial implementation to full implementation and sustainability
- Seeking Input for Decision Making - rating ranges from initial implementation to full implementation

Daily attendance rate: 91.8%

Current suspension rate: 7.5% (as of April 2024)

Current chronic absentee rate: 35% (as of April 2024)

Reclassification rate: 7% (as of April 2024)

Challenger Middle School has been identified as a Comprehensive Support and Improvement School; The school performed in the "red" performance band in suspension rate, English language arts and math. They performed in the "Yellow" band for Chronic Absenteeism and the "blue" band for English Learner Progress.

The District will provide the following support to address our student groups performing in the "red" performance bands:

- Goal 1, Action 6 - Provide professional development for teachers and instructional assistants in implementing small groups to improve standards-aligned instruction
- Goal 1, Action 10 - Provide supplemental math materials to support the teaching of standards-aligned math within small groups
- Goal 1, Action 9 - Provide instructional assistants who will support small group instruction during reading to ensure the lowest performing students receive more frequent small group instruction from the teachers in grades K-5
- Goal 2, Action 1 - Provide targeted intervention in math and English language arts to students performing at the lowest performance bands
- Goal 2, Action 2 - Provide social/emotional learning support (includes, social worker, counselors, and SEL specialist) - focusing on alternatives to suspension and mental health support
- Goal 2, Action 7 - Provide supplemental materials - to support students with greater access to standards
- Goal 2, Action 8 - Provide services for English learners- the services included in the action will specifically address support teachers with integrated ELD strategies to positively impact math and ELA instruction
- Goal 2, Action 12 - This action includes specific services including priority for online tutoring and counseling outreach to parents and students
- Goal 3, Action 10 - Implement an SEL Learning Center at Challenger Middle School - this center is designed to address those students who have the highest behavioral needs, are chronically absent and have mental health concerns.

Positive Reflections:

During the 23-24 school year, the District made strides in developing a common literacy plan for students in grades K-5, provided all staff with a variety of professional development on providing strategies for positive behavior support and restorative practices, increased staff to

support the social/emotional learning needs of students in grades TK-8, determined curriculum gaps in math and selected supplemental materials, and provided Universal Design for Learning professional development to all special education staff.

Reflections: Technical Assistance

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

Technical Assistance:

The following student groups are performing in the "red" or "orange" performance bands on the California Dashboard (2023) in the following areas:

Chronic Absenteeism: (red) - African American, Foster Youth, White

Suspension: (red) - African American, English learners, Foster Youth, Hispanic, Homeless, Socioeconomically disadvantaged students with disabilities and white

English language arts: (red) - English learners, Hispanic, Homeless Socioeconomically Disadvantaged and students with disabilities; (orange) African American and White

Math: (red) - African American, Hispanic, Socioeconomically Disadvantaged, White; (orange) - English learners, Homeless and students with disabilities

The following has been the focus of our Differentiation:

- implementation of small group instruction - ELA and math performance
- implement leveled supports to address the social/emotional needs of students - suspension, chronic absentee
- provide professional development and implement "Science of Reading" to ensure primary grade students systematically receive phonics and phonemic awareness.
- implement restorative practices and common agreements regarding classroom management
- increase student engagement through more purposeful lesson design and offering a variety of classes at the middle school level

During the 2023-2024 school year the District engaged in a number of initiatives to address areas of need address in our technical assistance.

This year in an effort to reduce the suspension rate and help staff to develop ways to increase positive school climate and find alternatives to suspension, the District provided extensive training in Capturing Kids Hearts, behavior support and restorative practices and classroom behavior management. Administrators, teachers and other staff received coaching in several of these areas throughout the school year.

To address chronic absentee concerns, the District implemented Attention to Attendance, designated staff regularly followed up with parents and students when absences occurred.

The District has provided multiple staff to support the social/emotional needs of students. A District wide Social/Emotional Learning Specialist and social worker were hired. The social worker did not begin until the middle of the school year, about the same time our SEL Learning Specialist left the District. Two counselors and two part time school psychologists were available throughout the school year to provide services directly at the school level.

Academically, In the 22-23 school year the District engaged in a year long study of the Science of Reading at the primary grade levels. A committee of teachers and other staff learned about the principles of the Science of Reading, identified agreements for instruction and determined instructional materials that specifically focused on phonemic awareness and phonics. These were implemented in the 23-24 school year. The committee also agreed on the need to provide a literacy coach for the 24-25 school year. The District also began, later in the year, to begin to develop an understanding of the new California Math Framework and attended virtual training from LACOE. The curriculum committee have identified a need for supplemental math materials for the 24-25 school year.

The District continue to provide professional development for all teachers on instructional practices based on John Hattie's Visible Learning research. Based on this work teachers have been asked to develop grade level/course pacing guides based on essential standards that will assist teachers in creating common learning intentions, success criteria and formative assessments.

The District continued to strengthen expectations for the implementation of designated ELD at every grade level. This, in part, is reflected in the increase in this area on the California Dashboard for English proficiency.

The District had extensive plans to implement intensive intervention at all grade levels for math and reading. However due to a lack of available certificated staff, identified intervention teachers were reassigned to the classroom. This lack of intensive intervention continues to be a concern given the level of achievement in both math and ELA.

Teachers at the elementary level have been implementing more small group instruction especially in reading to provide more differentiated instruction in this area and provide more support for those students performing far below grade level.

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.

Challenger Middle School

Support for Identified Schools

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

Challenger Middle School will be supported in several ways. The school with the District support will provide training and structures for implementing restorative justice strategies. Through the implementation of the Social and Emotional Learning Center, those students who need more in depth support for social/emotional challenges and behavioral issues will receive more intensive counseling and mental health support. These services will be provided by a counselor, social worker and and social/emotional learning specialist. The social worker will also be available to work with families. Schoolwide, teachers and other staff will focus on the implementation of restorative practices while

implementing the framework for positive behavior intervention and support.(PBIS). Assessments and a system for identifying the level of students' needs will be implemented.

The staff will continue to focus on implementing high priority standards. Implementing professional learning communities, staff will will regularly meet to review students data in depth and determine which strategies are having an impact and for those students who are not having making progress, staff will identify alternative strategies. Staff will receive training and coaching support to implement successful PLCs. The staff at Challenger has developed year long standards pacing plans. Staff will develop or implement common formative assessments across grade/department levels to determine if students are making adequate progress.

Staff will be implementing a block schedule. One of the intended outcomes of this schedule change is to provide students with more time to engage in more rigorous academic work. As part of the comprehensive support and improvement, Challenger staff will implement writing across the curriculum. To successfully implement this, staff will need to have professional development. Staff will identify shared agreements related to expectations for writing across the curriculum.

In summary the three areas of focus for Challenger Middle School will be: 1. to implement restorative practices and a social/emotional learning center that will provide a positive school climate for students to learn; 2. Implement effective professional learning communities that will have teachers and other staff meeting regularly to review data, determine where and if students are being successful and modify instruction based on their analysis and 3. implement a focus of writing across the curriculum that will increase students' ability to think abstractly and engage in more rigorous. academic work.

Monitoring and Evaluating Effectiveness

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

The District will monitor the implementation of the plans for Challenger Middle School in the follow ways:

1. Develop a walkthrough tool; School and District staff will conduct regularly scheduled walkthroughs using a pre-developed walkthrough tool. At least four times a year, an external consultant will participate in the walkthroughs. Walkthrough data will be shared with the staff and after each visit the District team will identify "next steps" for growth.
2. Every 6 weeks, the District MTSS team will review local academic data results, office discipline referrals, suspension and chronic absenteeism data. This review will also periodically include the external consultant . These reviews will include the principal and recommendations for changes in implementation will be made if needed.
3. The School Leadership Team will meet throughout the year at least 4 times during the year, this team will review data, including progress toward achieving the goal of writing across the curriculum.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Leadership Team - includes parents, teachers, administrators, classified staff, and certificated and classified union representatives, student representative	<p>Dates: 10/30/23, 12/4/23, 1/29/24, 2/26/24, 5/6/24</p> <p>In person meetings were held. The Team defined their role related to the development of the LCAP. The Team received information about the state priorities, California Dashboard, and data included in the LCAP (academic, attendance, walkthrough data and behavior), and reviewed the budget and the purposes of each of the funds. The Team reviewed the progress on the current LCAP. The Team determined the needs and priorities for the 24-25 LCAP. The Team revised the questions for the surveys that were provided for parents and staff and then reviewed the responses. The DLT had the opportunity to review of draft of the LCAP</p>
Parent Advisory	<p>Dates: 10/23/23, 12/6/23, 1/31/24, 2/28/24, 5/16/24</p> <p>The parents provided input on the development of the surveys for parents and identified needs and priorities for the 24-25 LCAP based on review of data and current progress on the current LCAP. The PAC had the opportunity to review a draft of the LCAP; parents had the opportunity to submit their comments throughout the year in writing.</p>
Student Interviews	<p>Dates: 1/19/24, 1/26/24, 2/5/24</p> <p>District staff met with individual students who were randomly selected and represented a cross-section of the student population.</p>

Educational Partner(s)	Process for Engagement
Surveys: Parents, students and all staff (certificated and classified)	Dates: 1/29/24-3/1/24 Students in grade 4 were surveyed. All parents and certificated and classified staff had a paper access to the survey (requested by the DLT).
DELAC	Dates: 11/9/23, 1/30/24, 2/27/24, 4/30/24 The DELAC reviewed the ELPAC data and the EL Progress Dashboard data and iReady diagnostic data related to English learners. The team reviewed the current goals and actions focusing on English learners. The DELAC also had a focus this year on attendance. The DELAC had the opportunity to review a draft of the LCAP.
School Leadership Teams and School Site Councils	Dates: Fall and Winter 2023-24 Principals shared the LCAP actions with the School Leadership Teams and School Site Councils to discuss progress and priorities.
Board of Education	Date: 2/25/24, 3/21/24, 6/13/24, 6/20/24 The Board received a mid-year update on the LCAP implementation and provided staff with input regarding the development of the 24-25 LCAP. The Board of Education held a public hearing on the 24-25 LCAP on June 13, 2024. The public hearing was notified in the Antelope Valley Press in May. There were no questions or comments that required the superintendent to respond in writing. The Board of Education approved the LCAP and District budget on June 20, 2024 at a regularly scheduled Board of Education meeting.

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

District Leadership Team:
The following reflects the input from the DLT that influenced the development of the 24-25 LCAP:

- increased support for the classrooms including instructional assistants
- implement an anti-bullying program
- professional development on alternatives to suspension and removal from class
- Desire to increase parent involvement, especially in the area of addressing behavior
- increased opportunities for students to have art and music
- decrease the amount of time students at the middle school are moving between classes
- remove cell phone access during class
- implement PBIS with fidelity (teach students behavior expectations)
- implement one district-wide system for communicating with parents

DELAC:

The following reflects the input from the DELAC that influenced the development of the 24-25 LCAP:

- Continue to provide translations
- Continue to provide parent liaisons
- increase the implementation of SARB and procedures to address attendance issues
- increase incentives for attendance

Parent Advisory Committee:

The following reflects the input from parents that influenced the development of the 24-25 LCAP:

- parents prefer to have workshops that are more connected to academics and how parents can support academics
- develop strategies to increase parent involvement (African American Committee, administrator visibility)
- social and emotional support for their students
- helping parents with addressing student behaviors

Students:

The following reflects the input from students that influenced the development of the 24-25 LCAP:

- want improved relationships with their teachers
- want more electives
- teachers to have a better understanding of the things that impact their lives
- want students to have consequences for behavior however they don't think suspension works
- want the school to remove the cell phones from school
- decrease fighting on campus
- want the Paxton Patterson Lab to operate as it has in the past
- want more after-school STEM activities

Teachers:

The following reflects the input from teachers that influenced the development of the 24-25 LCAP:

- increase professional development for small group instruction and math
- no cell phones

- want alternatives for suspension to be understood
- more parental involvement
- want to implement more small group instruction

Classified staff:

The following reflects the input from classified staff that influenced the development of the 24-25 LCAP:

- increase the number of instructional assistants in the classroom
- job-related professional development

Administration(including principals):

The following reflects the input from administration that influenced the development of the 24-25 LCAP:

- improve services for English learners
- increase implementation of rigorous standards-aligned lessons

The Board of Education and District staff reviewed all of the Educational Partners' input. Based on a review of current data and the progress on the current LCAP actions, the input from the Educational partners was considered by first determining if there were common themes among the various groups and secondly, if the recommendations addressed specific needs that were identified from the data review. The current successes and challenges related to the implementation of the 23-24 LCAP were also considered as well as current budget considerations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students with an educational program that will increase academic achievement for all students	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Wilsona School District serves a diverse student population with over 95% of the students identified as low income. The District is committed to providing an educational program that supports access to grade level standards to all students. This goal includes a range of actions including providing highly qualified staff, instructional materials, technology and professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math: Percent of students meeting or exceeding grade-level standards	Spring 2023 All students ELA - 17.13% All students Math - 11.51% Low-income students ELA-16.38% Low Income Math - 10.67% English learners ELA-5.18% English learners Math-6.41% African American -ELA - 18.37%			All students ELA-35% All students Math - 20% Low-income students ELA-32% Low-Income Math -20% English learners ELA-15% English learners Math-13% African American - ELA -25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - Math -6.52% Students with disabilities - ELA - 6.06% Students with disabilities - math- 3.12% White students - ELA - 21.25% White students - math - 13.75% Hispanic students - ELA-15.54% Hispanic students - Math-11.71% Homeless students - ELA -8.34% Homeless students - Math-5.56% Foster - no data available			African American - Math-20% Students with disabilities - ELA-15% Students with disabilities - math-10% White students - ELA -33% White students - math -25% Hispanic students - ELA-25% Hispanic students - Math-21% Homeless students - ELA-15% Homeless students -Math-15%	
1.2	iReady ELA(percent of students at or above grade level)	Spring 2024 All Students- 16% Low-income students - 15% English learners 7% African American students -10% Students with disabilities - 6% White students -16% Hispanic students -16% Homeless students - 31% Foster youth -31%			All Students 35% Low-income students -35% English learners 25% African American students -30% Students with disabilities-15% White students-35% Hispanic students-35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless students -40% Foster youth - 40%	
1.3	iReady Math (percent of students at or above grade level)	Spring 2024 All Students 10% Low-income students-10% English learners -7% African American students-10% Students with disabilities-6% White students -19% Hispanic students-16% Homeless students - 31% Foster youth -31%			All Students 30% Low-income students-30% English learners - 22% African American students-30% Students with disabilities -15% White students - 35% Hispanic students-35% Homeless students -35% Foster youth -35%	
1.4	English Language Proficiency Assessments for California (ELPAC)	2023 46.4% progressed one level 2.9% maintained level 4 27.1% - maintained at current levels 23.6% - decreased at least one level			55% progressed one level 5% maintained level 4 35% - maintained at current levels 5% - decreased at least one level	
1.5	ELA Dashboard - Distance from grade-level standards	2023 (Red) -80.2 DFS			yellow - 30 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Math Dashboard - Distance from Grade level standards	2023 (Yellow) -57.1 DFS			green - at standard	
1.7	Percent of teachers fully credentialed and appropriately assigned	23-24 88%			100%	
1.8	Percent of students with standards-aligned materials	2024 100%			100%	
	Williams Sufficiency of Instructional Materials	93%				
1.9	Implementation of State Standards- Local Indicator Self Reflection Tool	<p>(23-24) Self Reflection Tool</p> <p>Recently Adopted Academic Standards Language Arts - full implementation (4)</p> <p>ELD - Initial implementation (3)</p> <p>Math - initial implementation (3)</p> <p>Next Generation Science - Initial implementation (3)</p> <p>History/Social Science - Initial implementation (3)</p> <p>Instructional Materials - all areas - full implementation and sustainability (5)</p> <p>Policy and programs to support staff</p>			<p>Recently Adopted Academic Standards Language Arts - full implementation (5)</p> <p>ELD - Initial implementation (4)</p> <p>Math - initial implementation (4)</p> <p>Next Generation Science - Initial implementation (4)</p> <p>History/Social Science - Initial implementation (3)</p> <p>Instructional Materials -all areas - full implementation and sustainability (5)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELA, Math and History/Social Science- full implementation ELD and Next Generation Science - Initial Implementation(3)</p> <p>Other Adopted Academic Standards CTE, Health, PE and VAPA - initial implementation (3)</p>			<p>Policy and programs to support staff ELA, Math and History/Social Science- full implementation ELD and Next Generation Science - Initial Implementation(4)</p> <p>Other Adopted Academic Standards CTE, Health, PE and VAPA - initial implementation (4)</p>	
1.10	Access to Broad Course of Study - Local Indicator Self Reflection Tool	<p>2023 Self Reflection Tool Based on a review of the master schedule for the middle school - all students in grades 7-8 - have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included)</p>			<p>Based on a review of the master schedule for the middle school - all students in grades 7-8 -have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to all core instructional standards			students are not included Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to all core instructional standards	
1.11	California Science Assessment (CAST)	Spring 2023 9.81% met or exceeded standards			25 % met or exceeded standards	
1.12	Attendance rate (Student Information System)	2024 P2 All students - 91.8% English learners- 91.12% low-income students- 91.14% Foster Youth-95.23%			P2- 94-96% All students - 94-96% English learners- 94% low-income students- 94% Foster Youth-96%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide fully credentialed and appropriately assigned teachers	The District will provide a highly qualified teacher for each classroom who will be appropriately assigned to provide a high quality educational program for all students; to address the high number of teacher absences, the District has hired two permanent substitute teachers to provide coverage for staff absences. To address the shortage of staff and the retention of teachers, the District will provide mentor teachers who will provide support to new teachers. Additionally human resources will provide on-going support for staff who would like to pursue a teaching credential,	\$3,885,221.00	No
1.2	Provide daily opportunities for small group instruction and student feedback	Students will receive small group instruction, receive increased and frequent feedback on their learning and have multiple opportunities to experience student to student collaboration; this will result in increased student achievement and closing of the achievement gap among low income students and English learners	\$251,117.00	Yes
1.3	Provide standards aligned core instructional materials	All students will be provided with standards aligned instructional materials in all core subjects that can be accessed both at school and home.	\$142,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Students will continue to have access to one to one devices and technology support	Low income students will continue to receive one to one technology devices and classrooms will be provided with technology that will support student learning; technology will be available for all low income students to use both at home and school who financially are unable to purchase technology. Technology support and hot spots will be provided as needed.	\$724,171.00	Yes
1.5	Increase middle school students' engagement	The District will continue to increase the number of teachers at Challenger Middle school that will allow for daily opportunities for staff and teachers to collaborate. Collaboration will include, analyzing student data, developing differentiated lessons and determining instructional strategies to implement during instruction that will increase student engagement in learning.	\$323,323.00	Yes
1.6	Provide professional development on small group instruction and effective instructional strategies.	The District will develop and implement a professional development plan that will provide in-depth training and coaching on the implementation of effective small group instruction, designing lessons to differentiate instruction based on grade level standards and using data to provide targeted progress monitoring of student learning. Staff will receive training on implementing effective professional learning communities, small group instruction, increase evidence based practices implementation for teachers and support staff	\$341,942.00	Yes
1.7	Provide students with transportation	Transportation will be provided for low income students living in the most remote areas of the district to ensure that these students attend school regularly; additionally, to provide opportunities for these students to participate in intervention and other activities supporting social and emotional needs, a late bus will be provided.	\$190,000.00	Yes
1.8	Increase student engagement in grades TK-8	Elementary teachers will be provided time (2 times per week) within the school day, to collaborate as a grade level. While teachers are collaborating students will receive additional instruction in physical education. This collaboration will impact low-income students, and English learners' academic growth and social and emotional learning by teachers having frequent opportunities to analyze data and identify areas of need	\$263,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specific to high-priority standards and social and emotional needs to plan learning experiences for students that will support their achievement		
1.9	Provide instructional assistants	To address the achievement gap in English language arts among unduplicated students in grades K-5, the District will provide an instructional aide for each grade (K-5) level to allow for increased opportunities for students to receive small group instruction specifically during reading.	\$221,987.00	Yes
1.10	Provide supplementary math programs	The District will provide supplementary math materials for students in grades K-8 to support the achievement gaps in math. With the delay of the math adoption, the District's current core materials have not successfully supported students' achievement in math. Teachers will receive training to effectively use these materials with low income students and English learners.	\$170,000.00	Yes
1.11	Provide instructional coaching for teachers in grades 3-8	Provide an instructional coach for Wilsona Elementary and Challenger Middle School to support the implementation of instructional strategies that will, when implemented, will support the diverse learners at these schools with a goal of increasing student achievement and reducing the achievement gap among low income students and English learners.	\$333,082.00	Yes
1.12	Provide a literacy coach for grades TK-2	A literacy coach will work with teachers in grades TK-2 to support their implementation of the professional development teachers have received in the science of reading. Teachers will have new strategies and materials that will be implemented and will need on-going support that these strategies and materials have the maximum impact on student learning.	\$170,000.00	No
1.13	English Language Development	The District will provide designated English language development in grades K-8 for all English learners. At the elementary level all classes will have a schedule ELD instructional block. The majority of English learners at the middle school will receive a dedicated ELD class based on their	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		performance on the ELPAC. A smaller group of students who are performing at a higher level of English proficiency will receive ELD instruction during their English class. Students receiving ELD in a separate period in the middle school and all elementary students will be provided with a supplementary ELD program.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement Multi- Tiered System of Support throughout the district to address the academic ,social/emotional and behavioral needs of students to reduce the achievement gap	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Current data indicates that a majority of students in the District have identified gaps in academic performance and social/emotional and behavior needs that impede academic success. Therefore the District has determined a need to provide systematic supports in each of these areas to meet students' needs support their access to rigorous academic standards.

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: Student Group Data Percent of students meeting or exceeding grade level standards	2023 All students ELA - 17.13% All students Math - 11.51% Low-income students ELA-16.38% Low Income Math - 10.67% English learners ELA- 5.18% English learners Math- 6.41% African American -ELA - 18.37% African American - Math -6.52%			All students ELA- 35% All students Math - 20% Low-income students ELA-32% Low-Income Math -20% English learners ELA-15% English learners Math-13% African American - ELA -25% African American - Math-20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities - ELA - 6.06% Students with disabilities - math- 3.12% White students - ELA - 21.25% White students - math - 13.75% Hispanic students - ELA-15.54% Hispanic students - Math-11.71% Homeless students - ELA -8.34% Homeless students - Math-5.56% Foster - no data available			Students with disabilities - ELA-15% Students with disabilities - math-10% White students - ELA -33% White students - math -25% Hispanic students - ELA-25% Hispanic students - Math-21% Homeless students - ELA-15% Homeless students -Math-15%	
2.2	iReady Student Group Data	April 2024 iReady Math All Students 10% Low-income students-10% English learners -7% African American students-10% Students with disabilities-6% White students -19% Hispanic students-16% Homeless students -31% Foster youth -31%			iReady Math All Students 30% Low-income students-30% English learners -22% African American students-30% Students with disabilities -15% White students -35% Hispanic students-35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady ELA All Students- 16% Low-income students - 15% English learners 7% African American students -10% Students with disabilities - 6% White students -16% Hispanic students -16% Homeless students - 31% Foster youth -31%			Homeless students -35% Foster youth -35% iReady ELA All Students 35% Low-income students -35% English learners 25% African American students -30% Students with disabilities-15% White students-35% Hispanic students-35% Homeless students -40% Foster youth - 40%	
2.3	Reclassification Rate (CalPads)	2024 -7%			25%	
2.4	English Language Proficiency Assessments for California (ELPAC)	2023 46.4% progressed one level 2.9% maintained level 4 27.1% - maintained at current levels 23.6% - decreased at least one level			50% progressed one level 10 % maintained level 4 25 % - maintained at current levels 15 % - decreased at least one level	
2.5	English Learner Progress Dashboard	2023			55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Green (49.3% making progress toward English proficiency)				
2.6	Daily Attendance Rate (Student Information System)(P2)	2024 P2- 90.4% (all students) African American - 90.4% Foster Youth -90.7% White students -90.4% English learners - 90.2% Low income - 90.37% Homeless - 88.9% Hispanic -90.46% Students with disabilities - 89.17%			P2- 94-96% all students - 93-95% African American - 93-95%% Foster Youth -93-95% White students - 93-95%% English learners - 93-95% Low Income - 93-95% Homeless - 90-92% Hispanic - 93-95% students with disabilities - 90 - 92%	
2.7	SEL screener(Sown to Grow) and (Behavior and Emotional Screener System)	baseline to be determined fall 2024 All students Foster youth Low-income students African American- Hispanic White Homeless			to be determined fall 2024 after baseline is established All students Foster youth Low-income students African American- Hispanic White Homeless	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Chronic Absentee Rate(Student Information System) (P2)	2024 P2 All students - 35.04% English learners- 35.32% low-income students- 36.78% Foster Youth- 33.32% African American students-38.18% White students-37.1%			P2 All students - 25% English learners- 25% Low-income students- 25% Foster Youth-28% African American students -25% White students- 25%	
2.9	middle school drop out rate(data quest)	0 (local data)			0	
2.10	Chronic absentee dashboard	2023 Yellow (36.4% chronically absent)			25%	
2.11	Suspension rate (CalPads)	2024 All students - 5.46% low income students - 5.41% foster youth -20% English learners -5.43% African American - 12.6% Hispanic -5.02% Homeless-4.83% Students with Disabilities -8.05% White-2.86%			All students - 3% low-income students -3% foster youth -10% English learners - 3% African American - 4% Hispanic -3% Homeless-3% Students with Disabilities -5% White-2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Youth Truth Survey Students (Safety, Engagement, Culture, Relationships)	School Safety - VSG 68% CMS 38% Culture-24% Engagement 42% Relationships-29%			School Safety- VSG 75% CMS - 50% Culture-35% Engagement -50% Relationships-40%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Students with academic intervention in English language arts	Low income students and English learners in grades K-5 who have been identified as having significant learning gaps in math and English language arts based on iReady diagnostic assessments, will receive targeted intervention; intervention teachers will work collaboratively with classroom	\$702,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and math in grades K-5	teachers to provide more intensive intervention for students using evidence based programs in a small group setting to close the achievement gap.		
2.2	Provide services to students to support social/emotional needs	Low income students and foster youth in grades K-8 will receive services from school counselors, a school social worker, an SEL Learning Specialist and other contracted services to provide different levels of support to address the social and emotional needs of students.	\$652,419.00	Yes
2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Two assistant principals and a District teacher on special assignment will ensure that a multi-tiered system of support will be implemented at each school; Staff will monitor the implementation of the programs and services based on established agreements. Staff will conduct walkthroughs and review data on a scheduled basis based on the program/service offered. These will include programs that support academic, behavior and social/emotional needs of unduplicated students. The teacher on special assignment will provide coaching support to increase the appropriate implementation of District-wide services and programs.	\$570,129.00	Yes
2.4	Increase school engagement and attendance for students in grades 6-8	Additional classes will be offered at Challenger Middle School to increase student engagement; these classes will include, art, music, college and career readiness.	\$20,540.05	Yes
2.5	Provide Multi- tiered System of Support throughout the District	<p>The District will empower leadership teams at both the school and district levels to create and implement a process for analyzing data, determine high priority needs and make recommendations related to decisions that impact identified unduplicated students.</p> <p>Providing leadership teams (teachers, support staff and administrators) who will collaborate in making decisions about the successful implementation of MTSS, will provide improved services to identified unduplicated students that will ensure that academic, behavioral and social/emotional programs and services are meeting their needs and that</p>	\$879,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>modifications to programs and services are made to respond as quickly as possible to identified students' needs.</p> <p>All students will receive one additional hour of instruction weekly to provide academic support for students. At the elementary level, students will receive this support with one additional hour added to one day a week. At the middle school, each instructional period will be extended on the weekly minimum day.</p>		
2.6	Support for health and social/emotional support to increase attendance	<p>As part of the implementation of Multi-tiered System of Support, school psychologists will provide social/emotional and behavioral support at each school specifically for low income students, foster youth and English learners experiencing trauma that specifically impacts their school attendance and behavior. Students will be identified using multiple data sources along with the implementation of a specific referral process; as part of the overall system of support psychologists will develop and implement behavior support plans, provide individual counseling and work with counselors to implement social and emotional learning groups.</p> <p>The Attendance/Health clerk will have primary responsibility for monitoring and following up on student attendance including chronic absentee. These clerks will monitor, on a weekly basis the Attention to Attendance reports. Two LVNs will provide expanded health services to students and when needed, their families. When the LVN is working on District wide health needs, the attendance/health clerks will also be available to provide coverage for the health office.</p>	\$321,340.00	Yes
2.7	Provide instructional and intervention materials to support student learning	The District will provide supplemental instructional, standards based materials that will be used to provide intervention and alternative resources for supporting students' achievement of grade level standards; evidence based intervention programs in reading and math will be purchased to	\$72,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support closing the achievement gap for low income students and English learners.		
2.8	Services for English Learners	<p>Site ELD coordinators, under the direction of the principal and District administration, will provide professional development on a monthly basis to all staff. Professional development will include training on integrated English language development strategies and to continue to develop staff's understanding of the EL Roadmap.</p> <p>Bilingual aides will be provided to support students during ELD instruction; students can be grouped based on their language fluency will be provided with extra support. Additionally, the bilingual aides will provide those students with limited English proficiency with support in accessing their core instruction which is provided in English. TOSA ??</p> <p>Software (Elevation) will be purchased to support the management of data for English learners to improve the coordination and implementation of services.</p>	\$203,007.00	Yes
2.9	Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities)	<p>Teachers will provide after school intervention and/or tutoring support. Using iReady data, students will be identified and invited to participate in these programs for either math or ELA. Each round of intervention or tutoring will include 6 weeks of service, three times per week.</p> <p>Saturday School will also be provided. This program will target those students who are chronically absent or who are at risk for chronic absenteeism.</p> <p>Summer School will be provided for selected students using criteria establish for each grade span.</p> <p>During each of these times, after school, Saturdays and summer school, students will also have opportunities to participate in enrichment activities through our Expanded Learning Opportunities Program.</p>	\$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	The District will continue to participate in the MTSS Arts Integration program through LACOE; the implementation of this program will support low income students, foster youth and English learners' academic and social/emotional learning through the arts.	\$40,000.00	Yes
2.11	Provide support for students identified as long term English learners.	<p>Based on a review of long-term English learners and students at risk to become long term English learners data, the majority of students who are identified in these categories are performing below grade level on CAASPP and other local academic measures in reading and math. In grades 4 and 5, these students will receive additional support in reading and math provided by intervention teachers in the Learning Center. Long-term English learners at the middle school will receive academic tutoring in math and/or language arts. Students who are not making progress in language acquisition will receive additional targeted English language instruction.</p> <p>Long-term English learners at the middle school will receive priority for attending the ELPAC Boot Camp, that will be designed to prepare students for successfully taking this assessment.</p> <p>As part of the professional development provided for staff every month, staff will receive professional development quarterly on specific strategies to address long-term English learners, Implementing accountable talk structures will be a focus to raise the level of oral language rigor. and use of academic vocabulary will support LTELs with improvement in the area of writing.</p>	\$35,000.00	Yes
2.12	Provide support to African American students	In addition to services that are being provided for low income students and all students in the Wilsona School District, African American students will also receive specific academic and social/emotional support to address needs that have been identified for this student group. These services	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		include priority for tutoring, student and family support by the District's social worker and parent outreach to African American families.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe and secure learning environment that supports student connectedness and engagement in school	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Wilsona School District highly values the need to provide a safe and positive school climate that encourages student achievement through students being engaged and connected to their peers and the staff at each school. Encouraging excellent attendance, positive behavior among students and the resources to ensure schools are safe, clean and well operated are among the actions found in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate (CalPads)	2024 All students - 5.46% low income students - 5.41% foster youth -20% English learners -5.43% African American - 12.6% Hispanic -5.02% Homeless-4.83% Students with Disabilities -8.05% White-2.86%			All students - 3% low-income students -3% foster youth -10% English learners - 3% African American - 4% Hispanic -3% Homeless-3% Students with Disabilities -5% White-2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Suspension Dashboard	CDE Dashboard - suspension (2023) All students - red - 7.4% SWD - red - 12.1% AA - red - 14.1% White - red - 9.6% Foster - red - 18.9% EL - red - 8.1% SED - 7.5% Hispanic - 6.6% Homeless - 8.9% Mixed Race - 10.8%			CDE Dashboard - suspension - yellow All students -3 % SWD -6 % AA - 5% White - 4% Foster - 7% EL - 4% SED - 4% Hispanic - 3% Homeless - 4% Mixed Race - 5%	
3.3	Expulsion Rate (Data Quest)	0 - 2023			0	
3.4	Chronic absentee rate (Student Information System)	2024 P2 All students - 35.04% English learners- 35.32% low-income students- 36.78% Foster Youth- 33.32% African American students-38.18% White students-37.1%			P2 All students - 25% Foster Youth-25% Low-income students- 25% Foster Youth-28% African American students -25% White students- 25%	
3.5	Chronic Absenteeism Dashboard	CDE Dashboard -2023 All students - yellow - 36.4% SWD - yellow 43.1% AA - red - 50% Foster - red -32.3%			CDE Dashboard - green All students - 25% SWD -20% AA - 20% Foster - 25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Attendance Rate (Student Information System)	2024 P2- 90.4% (all students) African American - 90.4% Foster Youth -90.7% White students -90.4% English learners - 90.2% Low income - 90.37% Homeless - 88.9% Hispanic -90.46% Students with disabilities - 89.17%			P2- all students - 93-95% African American - 93-95%% Foster Youth -93-95% White students - 93-95%% English learners - 93-95% Low Income - 93-95% Homeless - 90-92% Hispanic - 93-95% students with disabilities - 90 - 92%	
3.7	Youth Truth Survey Students (Safety, Engagement, Culture, Relationships)	School Safety - VSG 68% CMS 38% Culture-24% Engagement 42% Relationships-29%			School Safety-VSG 75% CMS - 50% Culture-35% Engagement -50% Relationships-40%	
3.8	Youth Truth Survey Staff(Safety, (Engagement, Culture, Relationships)	Culture -3% Engagement -22% School safety-9% Relationships-27%			Culture - 25% Engagement-40% School safety 20% Relationships - 40%	
3.9	Facilities (Facilities Inspection Tool) FIT	Good repair - Baseline will be determined (report not currently			excellent Repair	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		available 100% in good repair in 2023)				
3.10	Office Discipline Referrals (Power School)	Establish baseline fall 2024 All students Foster Youth Low-income students			To be determined after baseline is established All students Foster Youth Low-income students	
3.11	Number of School Attendance Report Team Meetings held	25			75	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic Instructional Support	Provide for the basic instructional needs for all students in the District; this action includes principals for each school, a portion of the assistant superintendent's salary, basic classroom materials and supplies and contracts including the student information system (Power School)	\$1,144,943.00	No
3.2	Support for Students with Disabilities	Provide for the instructional and social/emotional needs of students with disabilities	\$724,502.00	No
3.3	Maintenance and Facilities	Ensure that the District's facilities are well maintained and safe. This action includes the maintenance and operations staff, materials, supplies and equipment to ensure the facilities are clean and safe, contracts for services that District staff cannot provide to maintain safe and clean facilities and furniture replacement.	\$500,472.00	No
3.4	Transportation	Provide home to school transportation and transportation for students with disabilities.	\$393,570.00	No
3.5	Implement Playworks	Play Works will be implemented in grades K-8; to fully implement Play Works the District will provide training for noon duty staff who will be responsible for implementing Play Works. The implementation of Play Works will support low income students during unstructured time to understand rules of games/sports so that they can successfully participate with their peers. Designated campus supervisors will work with Junior Mentor (students) to implement the structured play activities. Students will will have fewer office discipline referrals as a result of having having more structure and training.	\$183,832.00	Yes
3.6	Implement Attention to Attendance to resolve chronic absentee challenges	Attention to Attendance is a program that provides the District with software to track students' attendance and informs parents of both positive attendance and patterns of attendance that are a concern. A review of attendance and chronic absenteeism data indicates that low-income students and foster youth have developed poor attendance habits. This	\$32,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and increase attendance	program provides re-engagement strategies for students with attendance patterns ranging from students with minor attendance issues to chronically absent students. This program will also provide increased opportunities to communicate with parents while providing specific data to assist them in better understanding the challenges.		
3.7	Implement Homeless Information Management System	Homeless Information Management System for Students a software programs that will support the District in tracking all services provided to homeless students and their families. The program allows student records to be shared from school to school. This program will assist the District in reporting requirements of McKinney Vento.	\$5,000.00	No
3.8	School Pass	The District's rural and remote location causes continuous concern for unduplicated students safety. Many of our low income students currently are homeless and are foster youth. There has been an increase in people unfamiliar to the school staff who make attempts to come on campus and to check these students out of school. The School Pass software will allow staff to screen visitors to ensure that they have a purpose for visiting and that they do not present any safety danger to students and staff. The program also will allow the school to manage the students checking in and checking out as well as attendance and tardy information. As a result of purchasing and implementing this program, students and staff will be safer, the district will have an improved system for monitoring attendance and tardies so that staff can respond and provide the necessary service and support for students.	\$6,500.00	No
3.9	Positive school climate	The District will implement multiple strategies to ensure that all schools have a safe and positive school climate for students to learn and grow socially and emotionally. At the TK-5 levels, staff will implement Capturing Kids Hearts and implement the PBIS framework and provide incentives for supporting positive behavior. Counselors will provide SEL lessons using Second Step within the classrooms on a scheduled basis. In grades 6-8, staff will focus on implementing restorative justice practices and specific classroom behavior management strategies provided through professional development.	\$142,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Implement Social/Emotional Learning Center (grades 6-8)	<p>The District will implement a Social/Emotional Learning Center at Challenger Middle School. This center will address the increased need for more intensive support for students including low income students and foster youth who have been identified as specifically having increased needs in this area. The SEL Center will be staffed with an SEL teacher and the support of the District's social worker and/or the SEL Specialist. Two behavior support aides will also be available to support the implementation of students' behavior plans. Students will be identified based on referrals and SEL screening data for services in the SEL center.</p> <p>As a result of this service, there will a reduction in the suspension rate at Challenger Middle School, a decrease in chronic absenteeism and a reduction in major office discipline referrals.</p>	\$207,382.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent and community involvement to create strong home /school/community partnerships	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Wilsona School District values parent and community involvement. Providing opportunities for parents and community members to participate through parent workshops and leadership opportunities is important. Staff that specifically is responsible for providing parent outreach and translation services are included in this goal. This goal addresses State Priority 3 (parent involvement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Youth Truth Survey (Parents) (Engagements, Safety, Relationships)	Culture - VSG -70 %, CMS -15 % Engagement - VSG - 71%, CMS -25 % Safety - VSG -48% , CMS-31 % Relationships-VSG- 84%, CMS-64%			Culture - Elementary - 70%, MS - 35% Engagement - Elementary - 75%%, MS -35% Safety - Elementary- 60% and MS - 50% Relationships - Elementary 85%, MS - 70%	
4.2	Local Indicator Priority 3 - Parent Involvement in Decision Making) Participation in District/School Teams	"3" - "4" initial to full implementation Building relationships Building Partnerships			"4"- "5" full implementation to full implementation with sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Seeking Input for Decision Making			Building relationships Building Partnerships Seeking Input for Decision-Making	
4.3	Number of Parents attending workshops	parents attending workshops and classes 120			parents attending workshops and classes 240	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide opportunities for parents to participate in parent education activities	The District, in partnership with School Based Community Change, will provide parents with workshops and classes, based on topics that they have requested, that will help them to support their children, specifically focusing on regular attendance and school engagement. This action, when implemented, will improve unduplicated students' engagement in school, increase regular school attendance and increase parents' level of comfort participating in school activities. Other parent outreach services will also be provided.	\$68,000.00	Yes
4.2	Provide opportunities for parent voice to be included in District decisions about students	<p>Parents will be encouraged and supported to participate in parent leadership roles throughout the District. Child care for parents wishing to attend committees has been identified as a barrier, therefore child care will be available in order to attend and be involved in committees such as the District Leadership Team, the Parent Advisory, School Site Councils and the District and School levels of the English Language Advisory Committees.</p> <p>Parents will also be offered opportunities to participate in mini-CABE events offered in the Antelope Valley.</p>	\$3,200.00	Yes
4.3	Improve school readiness for pre-school, TK and Kindergarten students	The District has developed a partnership with Save the Children. Save the Children and the Wilsona School District have a common interest in increasing children's literacy. Early childhood literacy is important for school success of low income students. Therefore the school and district administrators will continue to collaborate with Save the Children focusing on our incoming TK and Kindergarten unduplicated students and their literacy readiness. Through this partnership, families of low income students will receive support for literacy activities at home	\$7,500.00	Yes
4.4	Increase parent involvement to impact student achievement and engagement	The District will support unduplicated students and their families with a variety of educational, health and social services needs. A District community liaison and 3 school ambassadors will provide outreach to parents in a variety of ways. The Community Liaison will, among other duties, coordinate parent services, serve as a bridge between parents	\$127,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and teachers and provide access to District and community services. Parent ambassadors will work in each school office providing daily support for parents when they come to the school or call the school. They will work with the District Community Liaison to ensure parents needs and requests are addressed.		
4.5	Provide a variety of strategies to increase communication and provide outreach to parents	The District will implement a variety of strategies to increase two way communication between parents and staff. The District will continue to develop ways to provide outreach to our parents who live the more remote areas of our District and are often unable to come to the schools or District office for information. The District will provide a platform that allow parents to communicate as well as receive information.	\$55,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,640,854	\$760,458

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
46.598%	12.965%	\$1,564,959.67	59.563%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Provide daily opportunities for small group instruction and student feedback</p> <p>Need: Teachers, administrators and parents have all indicated that students need smaller class sizes. The District has identified that to increase and improve services for English learners and low-income students, the District will provide smaller class sizes in grades K-2</p>	Low-income students and English learners in grades TK-2 who receive small group instruction will have increased opportunities to be fully engaged in learning. Students will receive more immediate feedback and teachers will be able to respond to learning needs more immediately. The impact of this action will continue to be demonstrated in both student achievement growth and based on classroom walkthroughs, increased engagement, as teachers become more skilled in	iReady ELA - all students, low-income students, and English learners (1.2) iReady Math - all students, low-income students, and English learners (1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to provide daily small group instruction throughout the school day. The emphasis on small group instruction in the primary grades is to provide intensive instruction and intervention during English language arts and English language development. Providing this support for the youngest students will prevent the achievement gaps that have been the trend in the past.</p> <p>The District considered the needs of low income students and English learners when determining the need for this action due to the achievement gap that exists currently for low income and English learners in third grade. The District determined if students in grades K-2 received more focused instruction and intervention then the number of low-income students and English learners with achievement gaps would be reduced by grade 3.</p> <p>Based on a review of current iReady achievement data in both ELA and math, low income students and English learners continue to perform below grade level standards. Teachers have continued to receive professional development using visible learning strategies, including the development of standards aligned learning intentions and success criteria. During the 23-24 school year there was an increased expectation for small group instruction that promoted more differentiated instruction. Based on the current student achievement data and the District's</p>	<p>providing small group differentiated instruction and frequent feedback.</p> <p>This action is a school-wide action that is principally directed to English learners and low-income students in grades K-2, This action will also benefit the following groups of students in these grade levels: Hispanic and All students</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>continued focus for professional development in differentiation, it was determined that English learners and low income students would continue to benefit from increased opportunities to receive differentiated instruction and feedback in small group settings throughout the instructional day.</p> <p>Scope: Schoolwide</p>		
1.5	<p>Action: Increase middle school students' engagement</p> <p>Need: Teachers and administrators indicated a need to have time for regular time to collaborate with each other as well as other staff working with students at Challenger Middle School through the Educational Partner process.</p> <p>The needs of low-income students and English learners were considered when creating this action. The two student groups who consistently are performing lower than other students are these two groups. Teachers need time to thoroughly examine data to determine what prerequisite skills students need to be successful with new content. Teachers also need time to develop with their colleagues lessons with specific strategies that will engage low-income students with the grade level standards and strategies to make the content more accessible for English learners.</p>	<p>Teachers will have the opportunity to meet at least twice a week to review student formative assessment data, determine effective instructional strategies to implement and share resources. Challenger is a small middle school where collaboration across content is necessary to most effectively support students' learning successfully and increase engagement. This collaboration time will also allow support staff (counselor, social worker, school psychologist) to meet and collaborate with teachers related to individual students who may be experiencing social/emotional and/or behavioral needs.</p> <p>The need for this action is particularly high at the middle school, where students have multiple teachers and in some cases teachers are teaching more than one content area. This schoolwide action is principally directed to English learners and low income students. The following student groups will also benefit from this action are the following: All students, Hispanic, students with disabilities and white students</p>	iReady ELA (1.2) and math(1.3) - all students, low-income students, and English learners, CAASPP ELA and math (1.1) - all students, low-income students, and English learners Attendance (1.12)- all students, low-income students, and English learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Low-income students and English learners continue to perform lower than grade level standards expectations at Challenger Middle School. Students need to receive targeted instruction driven by an analysis of data and teachers using the most current evidence-based instructional strategies and programs. Many of these students also receive support from other staff. Teachers and support staff need opportunities to collaborate with each other to coordinate support for students.</p> <p>Scope: Schoolwide</p>		
1.6	<p>Action: Provide professional development on small group instruction and effective instructional strategies.</p> <p>Need: Teachers and administrators indicated through the Educational Partner process a need for on-going professional development. Through this input, teachers and administrators identified continuing needs for professional development in the area of writing in grades 3-8, foundational reading skills in grades K-2, math concept development in grades K-8 and small group instruction.</p> <p>Based on a review of current student data (iReady math and reading) and the District needs assessment (conducted during the Educational Partners input), English learners</p>	<p>To address this need the District will implement five days of professional development throughout the school year for all teachers. Paraprofessionals will receive 10 (2) hour sessions for instructional support staff. These days will focus on grade-level/content specific professional development on writing, foundational reading, math conceptual understanding in the context of small group instruction. This action will be implemented LEA-wide to address the needs of low income students and English learners throughout the District. The following student groups will also benefit in this action: All students, Hispanic, students with disabilities and African American and white students.</p>	<p>iReady ELA and Math (1.2)- all students, low-income students and English learners. CAASPP ELA and Math(1.1)- all students, low-income students and English learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and low income students LEA wide have significant gaps in the achievement of high priority standards in English language arts and math. Therefore there is a need for low income students and English learners to receive small group instruction on a daily basis in both ELA and math where lessons are designed based on students' needs related to the gaps in grade level standards. When teachers have implemented small group instruction over the past two years, student achievement has improved.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Increase student engagement in grades TK-8</p> <p>Need: Teachers and administrators indicated a need to have time for regular time to collaborate with each other as well as other staff working with students at the elementary level through the Educational Partner process.</p> <p>The needs of low-income students and English learners were considered when creating this action. The two student groups who consistently are performing lower than other students are these two groups. Teachers need time to thoroughly examine data to determine what prerequisite skills students need to be successful with new content. Teachers also need time to develop with their colleagues</p>	<p>Grade level collaboration two times per week will impact low income students', foster youth and English learners' academic growth and social and emotional learning by teachers having frequent opportunities to analyze data and identify areas of need specific to high priority standards and social and emotional needs in order to plan learning experiences for students that will support their achievement and increase their engagement. This LEA wide action is principally directed to unduplicated students at the District's two elementary schools where students are in self-contained classrooms. At the middle school level teachers will provide 6 periods of instruction on the weekly minimum day however as a result of this action each of those periods for that day will have increased instructional minutes. This action is LEA wide as it will also impact the following student groups: All students, Hispanic, students</p>	<p>iReady ELA (1.2)- All students, English learners, foster youth, low-income students iReady math(1.3)-all students, low-income students and English learners ELPAC(1.4) - English learners Attendance(1.12) - All students, English learners, foster youth, low-income students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>lessons with specific strategies that will engage low-income students with the grade level standards and strategies to make the content more accessible for English learners. The data indicates that Low-income students are more frequently receiving counseling services. Teachers and counselors need time to collaborate related to effective ways to address behavior and social/emotional needs.</p> <p>The majority of low-income students and English learners in grades K-5 are performing below grade level in ELA and math. Many of these students are also experiencing the impact of trauma which causes the students to have poor impulse control, poor planning skills and short attention span.</p> <p>There is a need for teachers and other staff (school psychologist, counselors, social worker, and administration) to have time weekly to collaborate to plan lessons that are engaging and that respond to the formative assessment data.</p> <p>Scope: LEA-wide</p>	<p>with disabilities, white and African American students and Homeless students</p>	
1.9	<p>Action: Provide instructional assistants</p> <p>Need: Teachers, administrators and parents all indicated through the Educational Partner process, that having instructional assistants in</p>	<p>This action will support daily small group instruction for English Learners and Low-Income students in each grade level. Small group instruction allows for students to receive immediate feedback. Students' errors can be quickly identified and corrected in a small group instruction setting. With the support of an</p>	<p>iReady ELA(1.2)- All students, English learners, low-income students CAASPP ELA(1.1) -All students, English learners, low-income students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the classroom at the elementary level, would provide needed support for students, especially during English language arts instruction.</p> <p>The needs of English learners and low-income students were considered when creating this action. Low income students have limited experiences to help them connect with the academic content. With the support of instructional assistants, small group instruction will be able to be implemented in grades K-5 during ELA daily supporting students in making important real-world connections to reading. Additional instruction support will be able to be provided for English learners by the classroom teacher while an instructional aide is present. Low-income students and English learners are two student groups experiencing achievement gaps in grade-level standards.</p> <p>Students, including low income students and English learners, at the elementary level are not meeting grade level standards in ELA based on both iReady and CAASPP assessments. Students need to receive immediate feedback while learning both foundational reading skills and the use of effective reading comprehension strategies. Therefore there is a need to provide students with more opportunities for small group instruction especially in the area of reading.</p> <p>Scope:</p>	<p>instructional assistant assigned to each grade level students will be able to receive more small group instruction. As a result, elementary students will demonstrate growth in reading on the District's local measures and state assessments.</p> <p>This LEA wide action is principally directed to low income students and English learners at the District two elementary schools. The following student groups will also benefit from this action: All students and Hispanic students</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	<p>Action: Provide supplementary math programs</p> <p>Need: Teachers and administrators indicated a high need for additional math materials to address the persistent gap and slow progress in achievement in math. The needs of low-income students and English learners were considered when developing this action. Current core instructional materials in math have not supported growth in math with English learners or low-income students. Current texts do not provide adequate and/or effective practice opportunities; supplementary materials provide for the important small group instruction that is a successful strategy of low - income students and English learners.</p> <p>Based on a review of CAASPP and iReady data, students in grades K-8 are not making adequate progress in meeting grade level standards in math. Specifically low income students and English learners have consistent achievement gaps in math. This trend has been consistent over the past three years. Based on this current data, the math curriculum that has been used for the past 8 years has not adequately supported the needs of low income students and English learners. Therefore there is a need to provide supplemental materials that will help our low income students and</p>	<p>Providing supplemental instructional materials for math instruction will provide resources for teachers in designing lessons that will reduce the achievement gap. The supplemental materials will provide students with increased and appropriate practice opportunities. These materials also provide a structure for students to receive small group instruction multiple times per week, ensuring students have the opportunities to clear up any misconceptions in their understanding of math concepts. The supplemental materials provide real-world examples that appear to be more relevant to the targeted groups. Currently, the District does not have such materials. This action is principally directed toward English learners and low-income students district-wide. The following student groups will also benefit from this action: All students, Hispanic, African American and white students</p>	<p>iReady math(1.3) - All students, English learners, low-income students CAASPP math(1.1) All students, English learners, low-income students</p>

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	<p>English learners. in closing the achievement gap in math</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: Provide instructional coaching for teachers in grades 3-8</p> <p>Need: Low income students and English learners continue to perform below grade level expectations. Over the past three years, teachers have received professional development related to research based instructional strategies. Additionally over the past three years the District has had a high turnover of teachers with inexperienced teachers replacing a veteran teaching staff. There is a need to support teachers with the implementation of the research/evidence based strategies to positively impact the achievement of low income students and English learners.</p> <p>Scope: LEA-wide</p>	Instructional coaches will provide on-going support to classroom teachers in grades 3-8 to support the implementation of evidence based instructional strategies that when implemented will positively impact the achievement of low income students and English learners. This action will be principally directed to English learners and low income students in grades 3-8 district-wide. This action will also benefit the following groups: All students, Hispanic, Homeless, students with disabilities, African American and White students	CAASPP ELA and Math-(1.1) All students, English learners, low-income students iReady ELA(1.2) and math(1.3)-All students, English learners, low-income students
2.1	<p>Action: Provide Students with academic intervention in English language arts and math in grades K-5</p> <p>Need:</p>	Identified students will receive targeted intervention in ELA and math. Students will receive this intervention from dedicated intervention teachers who will provide small group instruction and/or individual instruction 4-5 times weekly.	iReady Student group data ELA(2,2) - All students, English learners, Low-income students

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	<p>Low income students and English learners have been identified as needing additional intervention support in both ELA and math in grades K-5. Both teachers and parents have identified this as a need. Reclassification for English learners has been impacted as a result of poor performance in reading and math. Low-income students need the small group setting provided during intervention to receive the specific feedback needed to improve skills and reduce the achievement gap.</p> <p>These students are performing significantly below grade level and need more intensive intervention that can be provided by classroom teachers. Students need intensive support to "fill in" the many gaps that exist. There is a need for this intensive service because many low income students and English learners are performing two or more years below their grade level peers.</p> <p>Scope: LEA-wide</p>	<p>This intervention will be in addition to the support students receive in their classrooms. Intervention teachers will use evidence based strategies and programs to address the specific gaps in learning. This intervention will be provided to students in grades K-5.</p> <p>This is a District wide need. Next year there will be two elementary schools in the district. One school will have Tk-2nd graders and the other school will serve students in grades 3-5. Therefore this is a LEA-wide action that is principally directed to low-income learners and English learners. This action will also benefit the following student groups: All students and .Hispanic students</p>	<p>iReady student group data Math(2.2)- English learners, Low-income students</p>
2.2	<p>Action: Provide services to students to support social/emotional needs</p> <p>Need: Based on social/emotional learning data (Sown to Grow) and office discipline referrals, there has been an increased need identified,</p>	<p>This action includes counselors to provide small group and individual counseling services. Counselors will also provide social/emotional lessons within the classroom on topics that need additional attention. The District will provide one Social/Emotional Learning Specialist and one social worker who will specifically provide services for students and their families who also may need</p>	<p>SEL Screener(Sown to Grow)(2.7) - All students, foster youth, low-income students (grades 6-8)</p> <p>Universal Screener(2.7)- BESS (Behavioral and Emotional Screening</p>

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	<p>LEA wide, in the area of social/emotional learning. All of the Educational Partners identified social emotional and behavior needs a priority. Many of our low-income students and foster youth have experienced trauma, ranging from foster youth living with multiple foster families to low-income students who are experiencing homelessness at a greater level than in past years. Many of our low-income students live in remote areas with few resources. Low-income students often experience issues with having a safe home and adequate food. All of these factors lead to students who are dealing with many issues other than learning. Low income students in Wilsona have a greater number of referrals for services to address these needs. Social/emotional needs are often seen in students through their maladaptive behaviors. Low income students and foster youth have increased office discipline referrals that reflect this increased maladaptive behavior. As a result there is a need to provide a range of services to support low income students and foster youth at the schools.</p> <p>Scope: LEA-wide</p>	<p>more mental health services and need access to community resources. The Social/Emotional Learning Specialist will also be responsible for ensuring that foster youth receive coordinated services. Due to the widespread need, this is an LEA wide action that is principally directed to low income students and foster youth. The following student groups will also benefit from this action: All students and African American and white students</p>	<p>System (TK-5) All students, foster youth, low-income students</p> <p>K-8Chronic Absentee rate (2.8) - All students, foster youth, low-income students</p> <p>Attendance (K-8)(2.6)- All students, foster youth, low-income students</p>
2.3	<p>Action: Ensure students have access to timely and relevant academic, behavior and social/emotional support</p> <p>Need:</p>	<p>Two administrators serving three schools and (1) position at the district level will specifically ensure that tiers 2 and 3 levels of services/intervention such as counseling support, academic intervention pullout and push in services and behavior support are being implemented as planned and that the</p>	<p>Chronic Absenteeism(2.7)- All students, low-income students, foster youth, English learners and homeless students</p>

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	<p>District wide, there have been an increase in the number of services being provided to support students socially and behaviorally in school. The District is implementing MTSS to address academic, behavior and social/emotional needs; to ensure these services are implemented in a coordinated manner with the effective use of data to identify the needs of students and ensure that students receive the services as planned, there is a need for dedicated staff at both the school and district levels to implement these services with fidelity and in a timely manner.</p> <p>Scope: LEA-wide</p>	<p>students receiving services are meeting the established goals and outcomes. This is an LEA wide action that is principally directed to unduplicated students. This action will also benefit the following student groups: All students, African American, Hispanic, students with disabilities and homeless students.</p>	<p>suspension rate(2.11) - All students, low-income students, foster youth, English learners and homeless students</p> <p>ELPAC (2.4)- English learners</p> <p>Middle school dropout rate (2.9)- All students</p> <p>Attendance (2.6) - All students, low-income students, foster youth, English learners and homeless students</p> <p>iReady math and ELA (2.2) - low-income students, foster youth, English learners and homeless students</p>
2.4	<p>Action: Increase school engagement and attendance for students in grades 6-8</p> <p>Need: Parents and students indicated through our Educational Partners input that there is a need to provide students at the middle school with opportunities that will increase engagement in school and better prepare students for high school. Low-income students and foster youth</p>	<p>The District will provide additional classes at Challenger Middle School that will increase student engagement in school. Opportunities for students to participate in art, music, and college and career readiness will be offered to students in 7th and 8th grade. Students taking these classes will be more engaged in attending school regularly and their participation in these classes will increase their engagement in school.</p>	<p>Attendance (2.6)- foster youth, low-income students</p> <p>Chronic Absenteeism (2.8)- foster youth, low-income students</p> <p>Youth Truth survey (students) (2.12)- foster</p>

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	<p>living in the Wilsona school district have very limited access to a variety of experiences. As a result of the remote location of the community, the primary way in which low-income students and foster youth can receive these opportunities is at school.</p> <p>In grades 6-8 students including low- income students and foster youth continue to demonstrate poor attendance that has also increased the chronic absenteeism rate. Students indicate on the Youth Truth Survey indicate there are challenges with student connectedness and engagement in learning. There is need to provide students with relevant and engaging learning experiences in grades 6-8.</p> <p>Scope: Schoolwide</p>	<p>This schoolwide action is principally directed to low-income students and foster youth specifically at Challenger Middle School. This action will also benefit the following student group: white students</p>	<p>youth, low-income students</p>
2.5	<p>Action: Provide Multi- tiered System of Support throughout the District</p> <p>Need: Based on a review of current data (iReady, chronic absenteeism, office discipline referrals, attendance) for low-income students, foster youth and English learners there is a need to implement a cohesive Multi-tiered System of Support at each school. To ensure these services continue to be effective for the identified students and to ensure that services are being provided with fidelity and based on</p>	<p>To address this need a District MTSS committee and school level leadership teams will meet on a regular basis. The District MTSS committee will be comprised of District and school level staff. The committee will review the impact of services being provided and determine if modifications need to be made. The committee will also discuss the needs of students who have been identified as not meeting their goals and determine possible actions to address these students' needs. Through this process, intervention and other supports will be constantly evaluated for effectiveness; students who are not making progress will be addressed by District and school</p>	<p>iReady student (2.2)-All students, English learners, foster youth, low-income students,</p> <p>Attendance rate(2.6) - All students, English learners, foster youth, low-income students, Homeless</p> <p>Chronic absentee rate(2.8)- English learners, foster youth, low-income</p>

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	<p>student data, there is a need to provide a consistent protocol for monitoring and decision making. There is also a need for staff to consistently review the services that are being provided to ensure they are meeting student needs.</p> <p>Scope: LEA-wide</p>	<p>staff collaborating with each other to develop and/or revise the plan. This LEA wide action is principally directed towards unduplicated students. This action will also benefit All students, Hispanic, white and African American students and students with disabilities.</p>	<p>students, All students, and Homeless</p> <p>ELPAC (2.4)- English learners</p>
2.6	<p>Action: Support for health and social/emotional support to increase attendance</p> <p>Need: Based on a review of attendance and chronic absentee data as well as information provided by the school nurse, many low income students and foster youth have experienced significant attendance and health concerns over the past several years. These attendance and health concerns have impacted the chronic absenteeism rate. The District has also identified that many unduplicated students' attendance issues are related to trauma. School psychologists and school counselors have indicated that there has been an increase in students' self-referrals as well as parents' and teachers' referrals for trauma-related concerns. Due to the location of our District, foster youth are frequently moved to different foster families during the school year. This frequent movement is often traumatic for our foster youth. Although the</p>	<p>To address these needs Licensed Vocational Nurses will be assigned at the schools, One will serve students in grades K-5 and a second LVN will serve students in grades 6-8. The LVNs will also provide support for district wide health needs that impact students and their families under the direction of the school nurse. This enhanced health service will also allow the health and attendance clerks at each school to focus specifically on monitoring, reporting and following up on attendance issues.</p> <p>The District has two school psychologists, a portion of each of these two positions will be used to support those students whose social and emotional issues are impacting their attendance in school or in particular classes.</p> <p>This LEA wide action is principally directed to low income students and foster youth. This action will also benefit the following student groups, African American and white students.</p>	<p>chronic absentee rate (2.8)-All students, English learners, foster youth, low-income students</p> <p>daily attendance rate (2.6)- All students, English learners, foster youth, low-income students</p>

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	<p>chronic absenteeism rate has improved, it is still significantly higher than pre-pandemic rates. Therefore there is a need to provide adequate staff to address the mental health trauma and health concerns among unduplicated students.</p> <p>Scope: LEA-wide</p>		
2.7	<p>Action: Provide instructional and intervention materials to support student learning</p> <p>Need: Based on current iReady data in math and ELA, LEA wide, the majority of students, including low income students and English learners, are not meeting grade level expectations using only the District's core instructional materials. Teachers need to have a variety of instructional materials available to support the diverse instructional needs of students.</p> <p>Scope: LEA-wide</p>	<p>The District will purchase specific supplemental materials to address writing and math specifically. Intervention programs will be purchased to be used both in the learning centers (intervention programs) and within the classrooms for students in grades K-5. This LEA wide action will be principally directed to low income students and English learners. This actions will also benefit the following student groups: All students, Hispanic, homeless, and students with disabilities</p>	<p>iReady student (2.2)- All students, English learners, low-income students, and homeless students CAASPP (2.1)- All students, English learners, low-income students, homeless students</p>
2.9	<p>Action: Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities)</p> <p>Need:</p>	<p>The District will provide after-school tutoring and/or intervention to provide additional instructional time for students in ELA and math. These sessions will be provided using small group instruction and based on current iReady data. Also supporting academic needs will be the implementation of summer school. The focus for students attending</p>	<p>Attendance (2.6) - All students, English learners, foster youth, low-income students, and homeless students iReady ELA and math (2.2)- All students, English</p>

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	<p>Parents, teachers and administrators indicated through Educational Partner input a need to provide opportunities for students to continue with school activities after school and in the summer. Low-income students and foster youth have significant achievement gaps that required extended learning opportunities. English learners need expanded learning time to address both achievement gaps in reading and math and in attaining English proficiency.</p> <p>Due to the range of identified needs among unduplicated students, there is not adequate time during the school day/year to provide all of the services and supports needed to support students' success in school. Identified needs include both academic and social/emotional which impact student attendance. Therefore there is a need to provide tutoring and intervention opportunities after school and during the summer. There is also a need to provide additional learning time for low income students who have increased absences.</p> <p>Scope: LEA-wide</p>	<p>summer school will be based on the needs students demonstrate on high-priority standards identified through iReady Diagnostic Assessments. Students will receive targeted and small-group instruction based on these identified needs.</p> <p>Saturday School will be offered monthly. This program primarily targets students who have significant attendance problems. Teachers will provide students with opportunities to receive instruction in the content missed during their absences. Counseling support will also be available.</p> <p>This LEA-wide action is principally directed to unduplicated students. The following student groups will also benefit from this action: All students, African American, white and Hispanic students, and homeless</p>	<p>learners, foster youth, low-income students, and homeless students</p>
2.10	<p>Action: Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program</p> <p>Need:</p>	<p>The District will provide opportunities both within the school day and after school to engage students in visual and performing arts with the intention of increasing student engagement in school and increasing their attendance. Activities will include increased music and art instruction, including a music teacher who will provide</p>	<p>Attendance (2.6)- Low-income students</p> <p>Chronic Absentee rate(2.8)- low- income students</p>

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	<p>Teachers and parents indicated that there is a need to increase opportunities for students to be engaged in school. The Arts Integration project has been successfully implemented over the past several years and has, when implemented, impacted attendance and behavior in a positive way.</p> <p>The Wilsona School District is in a rural and remote location. Low income students attending school in the District have very limited opportunities to experience the visual and performing arts. Visual and performing arts helps students make important connections while learning content such as math and language arts. When school experiences are limited to core academic instruction, students' engagement in school can be challenging. There is an on-going need to address the "whole child" through involvement in arts integration.</p> <p>Scope: LEA-wide</p>	<p>instruction for students in grades K-5, and increased opportunities for both instrumental and choral music experiences in grades 6-8.</p> <p>This LEA-wide action is principally directed to low income students. The following student group will also benefit from this action: African American students</p>	
3.5	<p>Action: Implement Playworks</p> <p>Need: Based on SWIS data, including office discipline referrals, there is an increase in behavior referrals when students at both the elementary and middle school levels are in unstructured settings (recess, nutrition and lunch). Students have a lack of understanding</p>	<p>This action will include a contract with Play Works that will support staff with establishing successful, age appropriate structures and activities for students during unstructured times throughout the day. In addition to staff receiving training and coaching, district staff will work with Junior Mentors (students) to provide student leadership in implementing structured play activities. This action will increase students' responsibility for their behavior, increase the implementation of conflict</p>	<p>Office Discipline Referrals (3.10) - All students, low-income students Suspension rate (3.1) - All students, low-income students, foster youth, English learners, homeless</p>

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	<p>of how to play with other students, follow the rules of games and sports and resolve conflict. There is a need to provide students with age appropriate activities in a structured manner during these unstructured times.</p> <p>2023-2024 Dashboard suspension data indicates for the following subgroups: English Learners (8.1%), Foster Youth (18.9%), and Socioeconomically Disadvantaged (7.5%).</p> <p>Scope: LEA-wide</p>	<p>management strategies among students and decrease inappropriate behavior office referrals from unstructured times during the day. This LEA-wide action is principally directed to unduplicated students: The following student groups will also benefit from this action: African American, Hispanic, White, and homeless and students, students with disabilities.</p>	
3.6	<p>Action: Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance</p> <p>Need: The District English Language Advisory Committee, parents and teachers expressed deep concern for the chronic absenteeism rate and daily attendance. They specifically identified a need to ensure that systems are in place to help the district hold students and parents accountable for attending school. Data from Attention to Attendance indicates that low-income students and foster youth have poor attendance and a greater likelihood of being chronically absent.</p> <p>Low-income students, foster youth, and their families have developed poor attendance habits. Since returning from the pandemic there has been a noticeable change in</p>	<p>Attention to Attendance provides re-engagement strategies for students' attendance in who are beginning to demonstrate daily attendance problems, students who are becoming at risk for chronic absenteeism, and chronically absent students. This program will also provide increased opportunities to communicate with parents, providing parents with specific data related to their child's attendance patterns. The use of this program will provide district staff resources to notify parents, provide accurate trend data and specific systematic intervention strategies. This area of need occurs throughout the District. This LEA-wide action is principally directed to low-income students and foster youth. The following student groups will also benefit from this action: African American and white students</p>	<p>Attendance (3.6)- all students, low-income students, foster youth Chronic Absentee rate (3.5)- All students, low-income students, foster youth. Number of SART meetings held (3.11)</p>

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	<p>attendance patterns especially among low-income students and foster youth. The District's daily attendance rate has not fully been restored to the pre-pandemic levels. Although our chronic absenteeism rate has improved, it remains high among these specific student groups. There is a need to implement a system using data, to inform parents and students and to develop specific re-engagement strategies.</p> <p>Scope: LEA-wide</p>		
3.9	<p>Action: Positive school climate</p> <p>Need: Based on a review of suspension data, office discipline referrals and chronically absenteeism data, low income students and foster youth are more frequently identified as needing additional support to maintain positive relationships with peers and adults. At both the elementary and middle school levels these students often arrive at school with many of their basic well-being needs not having been addressed. For some of our foster youth, they have experienced multiple changes in their foster homes which causes this particular group with challenges in understanding the expectations of a new school. These factors impact how students are able to respond to instruction. Students often are unable to self-regulate their behavior especially in highly</p>	<p>The District will implement a variety of evidence based strategies to support low-income students and foster youth to develop and use appropriate behaviors both in the classroom and in unstructured settings. This action will include support for implementing positive behavior and intervention supports framework(PBIS) effective classroom management strategies and restorative practices. Staff will receiving training and coaching in these areas so that consistent practices and expectations for student behavior can be met. This is an identified LEA wide need principally directed to unduplicated students. This action will also benefit the following student groups: African American, Hispanic, white, homeless and students with disabilities.</p>	<p>Office discipline referrals (3.10) Suspension rate (3.1) - All students, Foster Youth, Socioeconomic Disadvantaged and homeless Suspension dashboard (3.2) Expulsion rate(3.3) Attendance rate (3.6) -All students, Foster Youth, Socioeconomic Disadvantaged chronic absentee rate (3.4)- All students, Foster Youth, Socioeconomic Disadvantaged Chronic absentee dashboard(3.5)</p>

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	<p>structured or highly unstructured settings. Along with a strong social and emotional learning program, these students respond to a variety of evidence based strategies. Staff needs to receive training and coaching on these strategies to successfully implement them to have a positive impact student student behavior and their development of positive student to student and student to adult relationships.</p> <p>Scope: LEA-wide</p>		
3.10	<p>Action: Implement Social/Emotional Learning Center (grades 6-8)</p> <p>Need: Teachers, administration and parents all expressed concern for the number of students experiencing behavior issues that are in part related to social/emotional issues. This concern was especially identified for Challenger Middle School. An additional concern is the amount of time students are removed from the classroom, including suspensions.</p> <p>Low income students and foster youth in particular, in grades 6-8 are demonstrating increased inappropriate behavior as a result of experiencing increased social/emotional trauma. Based on counseling referrals and office discipline referrals, these behaviors have escalated over the past two years.with</p>	<p>This action will provide comprehensive, wrap around services for students with significant social/emotional and behavioral needs. An SEL Center will be be available throughout the school day. A teacher will be available to provide restorative SEL lessons for students who need more intensive SEL learning support. A social worker, counselor and SEL specialist will share responsibilities for providing mental health counseling and family support. Two behavior support para educators will provide immediate support to students in the classroom by ensuring that established behavior support plans are implemented with fidelity. This schoolwide action is principally directed to unduplicated students. This action will also benefit the following student groups: All students, Hispanic and white students and students with disabilities</p>	<p>Office discipline referrals (3.10) - low-income students, foster youth Suspension rate (3.1)- low-income students, foster youth, English learners, Youth Truth Survey (students) (3.7)- All students Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>

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	<p>these two groups of students. There is a need to provide increased services for students to respond to their social/emotional and behavior needs. There is also a need to increase these students' time receiving instruction.</p> <p>Scope: Schoolwide</p>		
4.1	<p>Action: Provide opportunities for parents to participate in parent education activities</p> <p>Need: The needs of our unduplicated students and their families were considered when creating this continuing action; many of the parents of these students do not always feel comfortable participating in school programs or understand how to support their children in school.</p> <p>Scope: LEA-wide</p>	The District will partner with School Based Community Change to provide parents with workshops and other outreach services. This LEA wide action will impact students in several areas requested by parents including strategies to support students that will increase their engagement and attendance in school. This action will also benefit all students.	Parents attending workshops (4.3) Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners
4.2	<p>Action: Provide opportunities for parent voice to be included in District decisions about students</p> <p>Need: Parents in Wilsona School are unable to routinely participate in leadership roles which allows them an opportunity to having a voice regarding decisions related to programs and services for students. Their participation on</p>	Child care will be provided for parents wanting to participate in leadership roles at both the school and district levels. Parents of English learners will also have the opportunity to attend mini-CABE sessions held in the Antelope Valley to increase their leadership skills. This action is principally directed to parents of low income students and English learners. All students will also benefit from this action.	Youth Truth Survey (parents)(4.1) Participation in workshops(4.3) Local Priority 3 - self reflection survey (4.2) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners

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	<p>required committees is in part due to a lack of child care.</p> <p>Scope: LEA-wide</p>		
4.3	<p>Action: Improve school readiness for pre-school, TK and Kindergarten students</p> <p>Need:</p> <p>Scope:</p>		<p>Youth Truth Survey (parents) Participation in parent workshops Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>
4.4	<p>Action: Increase parent involvement to impact student achievement and engagement</p> <p>Need: The needs of unduplicated students were considered when developing this action. Parents of unduplicated students frequently use the school as an information hub. In Wilsona, due to the remote location of the district, services for parents and families are difficult to obtain because they are not available locally.</p> <p>Scope: LEA-wide</p>	<p>The District will provide a District Community Liaison who will ensure that parents will have community services available to them and as well as develop relationships with community services to provide greater access to this remote community. Three school level parent ambassadors will serve parents at each school, working out of the school office and providing support and facilitating communication between parents, teachers and other school staff. Many of our parents English is not their first language, therefore our ambassadors and liaison will speak Spanish to facilitate the communication. This LEA wide action will be principally directed to unduplicated students. This action will also benefit all students. The District Community Liaison will support all families with local and state community resources.</p>	<p>Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>
4.5	<p>Action:</p>	<p>This LEA wide action will be principally directed to unduplicated students. This action will include a</p>	<p>Youth Truth Survey (parents) (4.1)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Provide a variety of strategies to increase communication and provide outreach to parents</p> <p>Need: Wilsona School District is very remote and parents often are not able to communicate or be communicated with using only traditional methods. There is a need for the District to offer a variety of strategies and options to encourage two way communication between parents and school staff. There is also a need to develop a variety of strategies to provide parent outreach. Many families do not have a car and are unable to visit the school, other parents do not have access to a phone or email,</p> <p>Scope: LEA-wide</p>	<p>variety of strategies including providing a communication platform that will allow for two way parent communication between parents and schools, translation services and access to the internet. The increased 2-way communication will also reduce chronic absenteeism rates and support all student groups.</p>	<p>Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Students will continue to have access to one to one devices and technology support</p> <p>Need:</p>	<p>Low-income students will be provided with a one to one device that will be available both at home and at school. Students needing access to the internet will be provided with "hot spots". Tech</p>	<p>liReady Math (1.3) and ELA (1.2) - Low-income students</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Based Educational Partner feedback and teacher input, Low income students throughout the entire District do not have access to technology at home. Many of the instructional programs and curriculum that is used in the district use technology to support instruction. For students to access to this technology support they need to have access to a device both at home and at school as well as access to the internet.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	support will be available to parents and students to help them effectively use the technology provided.	
1.7	<p>Action: Provide students with transportation</p> <p>Need: Many low income students attending the Wilsona School District, live in very remote areas and depend on transportation to attend school; low income students living in these remote locations are also unable to access extended learning opportunities and counseling support that at times are offered after school hours. Parents are not able to provide transportation for students to access these services. When low income students do not have District provided transportation, many students will not attend school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Low income students living in these remote locations will be provided home to school transportation. A late bus will be offered to allow students to take advantage of extended learning and counseling opportunities. This action will result in increased school attendance, decreased chronic absenteeism and the opportunity for students to participate in after school services and enrichment activities.	Attendance (1.12)- low income students
2.8	<p>Action: Services for English Learners</p>	The District will provide supplemental ELD programs to be implemented during designated	ELPAC(2.4) - English learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: English learners continue to need a variety of services to support their successful grade level achievement and English language acquisition. These services need to be consistently provided LEA wide since there are English learners at all level of English fluency in every grade level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>ELD. Bilingual aides will be used to support the implementation of designated ELD instructional time allowing for small and targeted group instruction. These aides will also provide those students who are new to the county with daily support in their core academic classes that are provided in English.</p> <p>Professional development will be offered on a monthly basis to continue to build the capacity of all teachers to meet the needs of English learners.</p> <p>Other support software will also be purchased to assist staff in monitoring English learners' progress in both academic areas and language acquisition.</p>	<p>Reclassification rate (2.3)- English learners iReady ELA and Math (2.2) -English learners CAASPP ELA and Math(2.1) - English learners</p>
2.11	<p>Action: Provide support for students identified as long term English learners.</p> <p>Need: The percentage of long term English learners within the District has not changed over the past several years. Additionally the number of students identified as "at-risk" to be long term English learners has also not decreased. The District has identified that the majority of students identified in these categories are due to poor performance in the area of writing on the ELPAC. The District has also identified that students are not fully prepared to take the ELPAC assessment</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will include the purchase of an ELD supplemental program that includes a strong writing component. In addition, teachers will receive professional development in strategies to support English learners successfully achieve in writing.</p> <p>The District will offer an ELPAC Bootcamp that will focus on both preparing students to take the ELPAC and specifically the writing portion of the assessment. Long term English learners and students "at-risk" to become long term English learners will receive priority to attend the bootcamp.</p>	<p>ELPAC writing (2.4)- Long Term English learners Reclassification rate(2.3) - Long term English learners</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.3	<p>Action: Improve school readiness for pre-school, TK and Kindergarten students</p> <p>Need: Many low income students begin school in TK and Kindergarten with limited school readiness skills especially in the area of literacy. This lack in school readiness, in many cases, is the start of the achievement gap that is observed beyond kindergarten. Low income students and their families need increased opportunities for language and literacy development. Readiness in these areas are important for students to be successful in school and in particular reading.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The District has a long established relationship with Save the Children. This organization shares a common interest with the District in preparing low income students for school readiness focusing on language and literacy. Working with both parents and students, Save the Children provides these services for our youngest students.	Youth Truth Survey (parents)(4.1)

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.

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.

These funds will be used to cover the expenses for our Playworks program, playworks supervisors, community parent liaisons, Social Emotional Learning Teacher and aides.

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		54:1253
Staff-to-student ratio of certificated staff providing direct services to students		43:1253

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$12,105,356	\$5,640,854	46.598%	12.965%	59.563%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,697,722.05	\$1,352,812.00	\$166,377.00	\$82,785.00	\$14,299,696.05	\$11,951,590.05	\$2,348,106.00

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	Provide fully credentialed and appropriately assigned teachers	All	No			All Schools		\$3,885,221.00	\$0.00	\$3,885,221.00				\$3,885,221.00	
1	1.2	Provide daily opportunities for small group instruction and student feedback	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Vista San Gabriel		\$251,117.00	\$0.00	\$251,117.00				\$251,117.00	
1	1.3	Provide standards aligned core instructional materials	All	No			All Schools		\$0.00	\$142,000.00			\$142,000.00		\$142,000.00	
1	1.4	Students will continue to have access to one to one devices and technology support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$193,171.00	\$531,000.00	\$724,171.00				\$724,171.00	
1	1.5	Increase middle school students' engagement	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Challenger Middle School		\$323,323.00	\$0.00	\$323,323.00				\$323,323.00	
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$204,236.00	\$137,706.00	\$341,942.00				\$341,942.00	
1	1.7	Provide students with transportation	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$190,000.00	\$190,000.00				\$190,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Increase student engagement in grades TK-8	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary TK-5		\$213,282.00	\$50,000.00	\$263,282.00				\$263,282.00	
1	1.9	Provide instructional assistants	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary		\$221,987.00	\$0.00	\$221,987.00				\$221,987.00	
1	1.10	Provide supplementary math programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$170,000.00	\$170,000.00				\$170,000.00	
1	1.11	Provide instructional coaching for teachers in grades 3-8	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Wilsona and Challenger		\$333,082.00	\$0.00	\$333,082.00				\$333,082.00	
1	1.12	Provide a literacy coach for grades TK-2	All	No			Specific Schools: Vista San Gabriel		\$170,000.00	\$0.00		\$170,000.00			\$170,000.00	
1	1.13	English Language Development	English learners	No			All Schools Specific Schools: Vista San Gabriel		\$0.00	\$45,000.00		\$45,000.00			\$45,000.00	
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-5	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary		\$662,281.00	\$40,000.00	\$702,281.00				\$702,281.00	
2	2.2	Provide services to students to support social/emotional needs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$582,419.00	\$70,000.00	\$652,419.00				\$652,419.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$540,129.00	\$30,000.00	\$570,129.00				\$570,129.00	
2	2.4	Increase school engagement and attendance for students in grades 6-8	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Challenger Middle School		\$540.05	\$20,000.00	\$20,540.05				\$20,540.05	
2	2.5	Provide Multi- tiered System of Support throughout the District	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$764,163.00	\$115,500.00	\$879,663.00				\$879,663.00	
2	2.6	Support for health and social/emotional support to increase attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$306,340.00	\$15,000.00	\$321,340.00				\$321,340.00	
2	2.7	Provide instructional and intervention materials to support student learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$72,500.00	\$72,500.00				\$72,500.00	
2	2.8	Services for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$142,007.00	\$61,000.00	\$203,007.00				\$203,007.00	
2	2.9	Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00	\$20,000.00	\$120,000.00				\$120,000.00	
2	2.10	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.11	Provide support for students identified as long term English learners.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$10,000.00	\$25,000.00	\$35,000.00				\$35,000.00	
2	2.12	Provide support to African American students	African American students	No			All Schools		\$0.00	\$20,000.00				\$20,000.00	\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Basic Instructional Support	All	No			All Schools		\$981,643.00	\$163,300.00	\$1,144,943.00				\$1,144,943.00	
3	3.2	Support for Students with Disabilities	Students with Disabilities	No			All Schools		\$724,502.00	\$0.00		\$637,340.00	\$24,377.00	\$62,785.00	\$724,502.00	
3	3.3	Maintenance and Facilities	All	No			All Schools		\$500,472.00	\$0.00		\$500,472.00			\$500,472.00	
3	3.4	Transportation	All Students with Disabilities	No			All Schools		\$358,570.00	\$35,000.00	\$393,570.00				\$393,570.00	
3	3.5	Implement Playworks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$66,332.00	\$117,500.00	\$183,832.00				\$183,832.00	
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$32,400.00	\$32,400.00				\$32,400.00	
3	3.7	Implement Homeless Information Management System	All homeless students	No			All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.8	School Pass	All	No			All Schools		\$0.00	\$6,500.00	\$6,500.00				\$6,500.00	
3	3.9	Positive school climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			\$10,000.00	\$132,000.00	\$142,000.00				\$142,000.00	
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Challenger Middle School		\$197,382.00	\$10,000.00	\$207,382.00				\$207,382.00	
4	4.1	Provide opportunities for parents to participate in parent education activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$28,000.00	\$40,000.00	\$68,000.00				\$68,000.00	
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$2,000.00	\$1,200.00	\$3,200.00				\$3,200.00	
4	4.3	Improve school readiness for pre-school, TK and Kindergarten students	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	

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
					s)											
4	4.4	Increase parent involvement to impact student achievement and engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$127,391.00	\$0.00	\$127,391.00				\$127,391.00	
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$52,000.00	\$3,000.00	\$55,000.00				\$55,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$12,105,356	\$5,640,854	46.598%	12.965%	59.563%	\$7,262,488.05	0.000%	59.994 %	Total:	\$7,262,488.05
								LEA-wide Total:	\$5,300,448.00
								Limited Total:	\$1,159,678.00
								Schoolwide Total:	\$802,362.05

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Provide daily opportunities for small group instruction and student feedback	Yes	Schoolwide	English Learners Low Income	Specific Schools: Vista San Gabriel	\$251,117.00	
1	1.4	Students will continue to have access to one to one devices and technology support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$724,171.00	
1	1.5	Increase middle school students' engagement	Yes	Schoolwide	English Learners Low Income	Specific Schools: Challenger Middle School	\$323,323.00	
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	Yes	LEA-wide	English Learners Low Income	All Schools	\$341,942.00	
1	1.7	Provide students with transportation	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$190,000.00	
1	1.8	Increase student engagement in grades TK-8	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$263,282.00	

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 (%)
						TK-5		
1	1.9	Provide instructional assistants	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$221,987.00	
1	1.10	Provide supplementary math programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$170,000.00	
1	1.11	Provide instructional coaching for teachers in grades 3-8	Yes	LEA-wide	English Learners Low Income	Specific Schools: Wilsona and Challenger	\$333,082.00	
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-5	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$702,281.00	
2	2.2	Provide services to students to support social/emotional needs	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$652,419.00	
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$570,129.00	
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Challenger Middle School	\$20,540.05	
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$879,663.00	
2	2.6	Support for health and social/emotional support to increase attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$321,340.00	
2	2.7	Provide instructional and intervention materials to support student learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$72,500.00	
2	2.8	Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$203,007.00	

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	2.9	Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	
2	2.10	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$40,000.00	
2	2.11	Provide support for students identified as long term English learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$35,000.00	
3	3.5	Implement Playworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$183,832.00	
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$32,400.00	
3	3.8	School Pass				All Schools	\$6,500.00	
3	3.9	Positive school climate	Yes	LEA-wide	Foster Youth Low Income		\$142,000.00	
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Challenger Middle School	\$207,382.00	
4	4.1	Provide opportunities for parents to participate in parent education activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,000.00	
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,200.00	
4	4.3	Improve school readiness for pre-school, TK and Kindergarten students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$7,500.00	
4	4.4	Increase parent involvement to impact student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,391.00	

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 (%)
		achievement and engagement						
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$17,874,533.00	\$14,290,641.00

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	Provide fully credentialed and appropriately assigned teachers	No	\$6,038,253.00	\$4,956,891
1	1.2	Provide daily opportunities for small group instruction and student feedback	Yes	\$255,330.00	\$12,670
1	1.3	Provide certificated administrative staff	No	\$786,822.00	\$695,838
1	1.4	Replace standards aligned instructional materials and provide supplies	No	\$145,000.00	\$182,299
1	1.5	Students will continue to have access to one to one devices and technology support	Yes	\$613,619.00	\$556,651
1	1.6	Classified staff to support district operations and students with disabilities	No	\$546,451.00	\$214,320
1	1.7	Students will have access to differentiated instructional strategies	Yes	\$27,335.00	\$21,815
1	1.8	Increase middle school students' engagement with learning	Yes	\$230,852.00	\$258,882
1	1.9	Continuous Improvement for student learning	Yes	\$85,251.00	\$136,639
1	1.10	Support digital literacy for students	Yes	\$37,000.00	\$30,471

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Provide professional development and coaching on small group instruction	Yes	\$309,614.00	\$336,357
1	1.12	Provide basic District operations	No	\$2,000,000.00	\$1,903,400
1	1.13	Provide students with transportation	Yes	\$150,000.00	\$175,000
1	1.14	Increase student engagement with learning in grades TK-4	Yes	\$159,418.00	\$23,642
1	1.15	The District will provide a Universal Transitional Kindergarten Program	Yes	\$50,000.00	\$70,965
1	1.16	Provide instructional assistants	Yes	\$299,295.00	\$0
2	2.1	Provide students with different tiers of academic support in English language arts and math	Yes	\$728,948.00	\$467,107
2	2.2	Provide services to students to support social/emotional needs	Yes	\$769,683.00	\$754,957
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	\$784,486.00	\$213,196
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	\$457,525.00	\$398,679
2	2.5	Provide Multi- tiered System of Support for identified students	Yes	\$77,302.00	\$77,758
2	2.6	Students will receive increased support to address health and social and emotional needs	Yes	\$326,889.00	\$322,251
2	2.7	Provide variety of materials to increase access to core instruction for students unable to purchase materials	Yes	\$355,000.00	\$355,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Improve the implementation of differentiated instruction and meeting the social and emotional needs of students in each classroom	Yes	\$195,623.00	\$185,616
2	2.9	Increase student access and success in learning by providing differentiated support	Yes	\$296,399.00	\$229,166
2	2.10	Provide services to English learners	Yes	\$314,249.00	\$358,312
2	2.11	Students will receive coordinated support and "wrap around" services	Yes	\$65,000.00	\$64,964
2	2.12	Provide Student's with after school intervention and Saturday School	Yes	\$80,000.00	\$71,792
2	2.13	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	Yes	\$40,000.00	\$43,068
2	2.14	Students will receive direct services to support English language development	Yes	\$280,276.00	\$63,790
2	2.15	Implement a social/emotional learning center	Yes	\$60,000.00	\$26,926
3	3.1	Implement restorative behavior support strategies	Yes	\$114,777.00	\$106,282
3	3.2	Purchase safety equipment	No	\$50,000.00	\$0
3	3.3	Provide classified staff (including administrators)	No	\$331,955.00	\$18,286
3	3.4	Develop a plan for deferred maintenance	No	\$0.00	\$0
3	3.5	Develop and implement a plan for furniture replacement	No	\$10,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Provide supplies, materials and equipment to maintain safe and clean facilities	No	\$50,000.00	\$0
3	3.7	Develop and implement a replacement plan for capital outlay	No	\$120,000.00	\$0
3	3.8	Students will participate in a positive, risk taking and problem solving learning environment	Yes	\$113,574.00	\$73,678
3	3.9	Implement Play Works to support students successfully interacting with others during unstructured time	Yes	\$145,438.00	\$236,256
3	3.10	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	\$35,000.00	\$185,229
3	3.11	Implement Homeless Information Management System	No	\$4,200.00	\$4,146
3	3.12	School Pass	No	\$28,378.00	\$22,916
4	4.1	Provide opportunities for parents to participate in parent education activities to impact student attendance, behavior and engagement in school	Yes	\$68,000.00	\$91,227
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	\$2,454.00	\$2,402
4	4.3	Improve school readiness for pre-school, TK and Kindergarten students	Yes	\$5,000.00	\$58,845
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	\$143,757.00	\$238,794
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents to have greater impact on student learning	Yes	\$17,000.00	\$13,900

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)
4	4.6	Increase opportunities for non-English speaking parents to participate in students' education	Yes	\$13,680.00	\$28,614
5	5.1	Implement restorative practices	No	\$10,000.00	\$0
5	5.2	Provide tutoring in-person or virtually	No	\$40,700.00	\$0
5	5.3	Provide parent and student outreach with African American families	No	\$5,000.00	\$1,644

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,636,040	\$7,707,774.00	\$6,290,901.00	\$1,416,873.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Provide daily opportunities for small group instruction and student feedback	Yes	\$255,330.00	\$12,670		
1	1.5	Students will continue to have access to one to one devices and technology support	Yes	\$613,619.00	\$556,651		
1	1.7	Students will have access to differentiated instructional strategies	Yes	\$27,335.00	\$21,815		
1	1.8	Increase middle school students' engagement with learning	Yes	\$230,852.00	\$258,882		
1	1.9	Continuous Improvement for student learning	Yes	\$85,251.00	\$136,639		
1	1.10	Support digital literacy for students	Yes	\$37,000.00	\$30,471		
1	1.11	Provide professional development and coaching on small group instruction	Yes	\$309,614.00	\$336,357		
1	1.13	Provide students with transportation	Yes	\$150,000.00	\$175,000		
1	1.14	Increase student engagement with learning in grades TK-4	Yes	\$159,418.00	\$23,642		
1	1.15	The District will provide a Universal Transitional Kindergarten Program	Yes	\$50,000.00	\$70,965		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	Provide instructional assistants	Yes	\$299,295.00	\$0		
2	2.1	Provide students with different tiers of academic support in English language arts and math	Yes	\$728,948.00	\$467,107		
2	2.2	Provide services to students to support social/emotional needs	Yes	\$769,683.00	\$754,957		
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	\$784,486.00	\$213,196		
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	\$457,525.00	\$398,679		
2	2.5	Provide Multi- tiered System of Support for identified students	Yes	\$77,302.00	\$77,758		
2	2.6	Students will receive increased support to address health and social and emotional needs	Yes	\$326,889.00	\$322,251		
2	2.7	Provide variety of materials to increase access to core instruction for students unable to purchase materials	Yes	\$355,000.00	\$355,000		
2	2.8	Improve the implementation of differentiated instruction and meeting the social and emotional needs of students in each classroom	Yes	\$195,623.00	\$185,616		
2	2.9	Increase student access and success in learning by providing differentiated support	Yes	\$296,399.00	\$229,166		
2	2.10	Provide services to English learners	Yes	\$314,249.00	\$358,312		
2	2.11	Students will receive coordinated support and "wrap around" services	Yes	\$65,000.00	\$64,964		

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	2.12	Provide Student's with after school intervention and Saturday School	Yes	\$80,000.00	\$71,792		
2	2.13	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	Yes	\$40,000.00	\$43,068		
2	2.14	Students will receive direct services to support English language development	Yes	\$280,276.00	\$63,790		
2	2.15	Implement a social/emotional learning center	Yes	\$60,000.00	\$26,926		
3	3.1	Implement restorative behavior support strategies	Yes	\$114,777.00	\$106,282		
3	3.8	Students will participate in a positive, risk taking and problem solving learning environment	Yes	\$113,574.00	\$73,678		
3	3.9	Implement Play Works to support students successfully interacting with others during unstructured time	Yes	\$145,438.00	\$236,256		
3	3.10	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	\$35,000.00	\$185,229		
4	4.1	Provide opportunities for parents to participate in parent education activities to impact student attendance, behavior and engagement in school	Yes	\$68,000.00	\$91,227		
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4	4.3	Improve school readiness for pre-school, TK and Kindergarten students	Yes	\$5,000.00	\$58,845		

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)
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	\$143,757.00	\$238,794		
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents to have greater impact on student learning	Yes	\$17,000.00	\$13,900		
4	4.6	Increase opportunities for non-English speaking parents to participate in students' education	Yes	\$13,680.00	\$28,614		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$12,070,803	\$5,636,040	18.39	65.082%	\$6,290,901.00	0.000%	52.117%	\$1,564,959.67	12.965%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$12,105,356	\$5,640,854	46.598%	12.965%	59.563%	\$7,262,488.05	0.000%	59.994 %	Total:	\$7,262,488.05
								LEA-wide Total:	\$5,300,448.00
								Limited Total:	\$1,159,678.00
								Schoolwide Total:	\$802,362.05

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Provide daily opportunities for small group instruction and student feedback	Yes	Schoolwide	English Learners Low Income	Specific Schools: Vista San Gabriel	\$251,117.00	
1	1.4	Students will continue to have access to one to one devices and technology support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$724,171.00	
1	1.5	Increase middle school students' engagement	Yes	Schoolwide	English Learners Low Income	Specific Schools: Challenger Middle School	\$323,323.00	
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	Yes	LEA-wide	English Learners Low Income	All Schools	\$341,942.00	
1	1.7	Provide students with transportation	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$190,000.00	
1	1.8	Increase student engagement in grades TK-8	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$263,282.00	

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 (%)
						TK-5		
1	1.9	Provide instructional assistants	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$221,987.00	
1	1.10	Provide supplementary math programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$170,000.00	
1	1.11	Provide instructional coaching for teachers in grades 3-8	Yes	LEA-wide	English Learners Low Income	Specific Schools: Wilsona and Challenger	\$333,082.00	
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-5	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$702,281.00	
2	2.2	Provide services to students to support social/emotional needs	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$652,419.00	
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$570,129.00	
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Challenger Middle School	\$20,540.05	
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$879,663.00	
2	2.6	Support for health and social/emotional support to increase attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$321,340.00	
2	2.7	Provide instructional and intervention materials to support student learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$72,500.00	
2	2.8	Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$203,007.00	

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	2.9	Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	
2	2.10	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$40,000.00	
2	2.11	Provide support for students identified as long term English learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$35,000.00	
3	3.5	Implement Playworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$183,832.00	
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$32,400.00	
3	3.8	School Pass				All Schools	\$6,500.00	
3	3.9	Positive school climate	Yes	LEA-wide	Foster Youth Low Income		\$142,000.00	
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Challenger Middle School	\$207,382.00	
4	4.1	Provide opportunities for parents to participate in parent education activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,000.00	
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,200.00	
4	4.3	Improve school readiness for pre-school, TK and Kindergarten students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$7,500.00	
4	4.4	Increase parent involvement to impact student	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,391.00	

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 (%)
		achievement and engagement						
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	