



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
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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.

Located in beautiful Northern California, Willows Unified School District (WUSD) is a rural, small-sized district serving 1,413 students. Despite experiencing declining enrollment for several years, the district continues to pursue continuous improvements throughout our three comprehensive schools and one alternative education site. The three comprehensive schools include Murdock Elementary, grades TK-4; Willows Intermediate School, grades 5-8; and Willows High School, grades 9-12. WUSD’s alternative education school, Willows Community High School, serves students in grades 10-12. Willows Unified School District serves a diverse student population, comprising 36.3% White; 53.4% Hispanic; 3.9% Asian; 3.1% Native American; 1.2% African American; and 1.7% multiple ethnicities. The WUSD unduplicated count is 81.8%.

Willows Unified School District serves all students, providing a rich opportunity to obtain an excellent education through classic academics. With a strong emphasis on hands-on learning, programs such as the Career Technical Education (CTE) Agriculture Manufacturing Pathway, Medical Pathway, Food Services and Hospitality, and Transportation courses; provide students opportunities to learn and develop the skills necessary to become problem solvers, leaders, entrepreneurs, and educated consumers. In addition, our schools have made college readiness a concerted focus, with an emphasis on A-G preparedness, counselor facilitation of outreach and lessons to eliminate barriers to post-secondary opportunities, and strategic growth in our Dual Enrollment opportunities for all students. In 2023/24, 48.7% of our student body at Willows High School, participated in a junior college program of study. Moreover, our schools provide other enriching educational opportunities outside the classroom, participating in athletics, music, associated student body, Family Career and Community Leaders of America (FCCLA) and Future Farmers of America (FFA) leadership development.

WUSD Mission Statement:

“Preparing today’s students for tomorrow’s challenges”

WUSD Vision Statement:

Willows Unified School District provides a safe, engaging, student focused learning environment where each student:

- Realizes his/her full potential
- Develops respect and tolerance for self and others
- Becomes a productive member of our global society

Goals:

1. Adhere to state mandated accountability criteria related to the Local Control Funding Formula (LCFF) and the Learning Continuity Plan
2. Be financially capable of supporting all of the District's obligations.
3. Provide clear, concise, and current District policies.
4. Ensure safe, clean, orderly, and drug-free campuses that promote a positive learning environment.
5. Recruit and retain the highest quality personnel.
6. Provide and maintain adequate facilities to house students and support all program needs.
7. Develop and maintain a TK-12 curriculum that is aligned with State Standards and supports the needs of all students.
8. Implement effective online instruction to engage all students through independent study.
9. Collaborate with students, parents, and the community in developing greater cultural awareness, tolerance, and understanding.
10. Develop and maintain good communication between the District, parents, and the community.
11. Integrate student and staff members' use of technology to improve achievement and performance in all subject areas.
12. Promote and support programs and coursework leading to all students becoming career and/or college ready.

Reflections: Annual Performance

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

Willows Unified School District (WUSD) remains resolute in its dedication to our ongoing progress towards “Preparing today’s students for tomorrow’s challenges.” In a review of the most recent 2023 California School Dashboard, WUSD maintains a graduation rate of 92.2%, above the State average of 86.4%. In addition, the number of students in the combined graduation cohort, who completed at least one CTE pathway with a grade of C- or better in the capstone course was 36%, as compared to 20% in 2020. Moreover, our schools have made college and career readiness a concerted focus, with an emphasis on A-G preparedness, counselor facilitation of outreach and lessons to eliminate barriers to post-secondary opportunities, and strategic growth in our Dual Enrollment (DE) opportunities for all students. In 2023/24, 48.7% of our student body at Willows High School participated in a junior college program of study; well above the 43.8% in 2022/23, the 23.7% in 2021/22, and the 8.5% of 2020/21. Complementing our DE programs, our Advanced Placement (AP) program boasts a 159% increase in students passing AP tests with a 3, 4, or a 5 in 2023, from the previous year.

However, while we celebrate our growth, we must acknowledge the challenges we face, for it is through overcoming these obstacles that WUSD will achieve true progress.

As demonstrated on the 2023 California School Dashboard, WUSD and the identified sites below, are shown in the following red categories:

1. Identified in the Red Category for ELA achievement (with the specific lowest domain of Writing: How students communicate in writing); WUSD-ELA (SWD), WUSD-ELA (SED), WUSD-ELA (Hispanic), WUSD-ELA (EL), WUSD-ELA (Asian), WUSD-ELA (all students), MES-ELA (SED), MES-ELA (Hispanic), MES-ELA (EL), MES-ELA (all students), WIS-ELA (SED), WIS-ELA (Hispanic), and WIS-ELA (EL).
2. Identified in the Red Category for mathematics (with the specific lowest domain of Concept & Procedures: How well students use mathematics rules and ideas); WUSD-Math (SWD), WUSD-Math (SED), WUSD-Math (Hispanic), WUSD-Math (all students), WIS-Math (SWD), WIS-Math (SED), WIS-Math (Hispanic), WIS-Math (EL), WIS-Math (all students), WHS-Math (SED), and WHS-Math (Hispanic).
3. Identified in the Red Category for mathematics (with the specific lowest domain of Problem Solving: How well can students show and apply their problem-solving skills) WUSD-Math (EL).
4. Identified in the Red Category for ELPI Progress (specifically ELPI: Reading Domain); WHS-ELPI (all students).
5. Identified in the Red Category for Suspension Rate: WHS-SUS (SWD), and WHS-SUS (EL) students.

In addition, Willows Community High School (WCHS) was identified as eligible for Local Control Funding Formula (LCFF) Equity Multiplier, due to meeting nonstability and socioeconomically disadvantaged pupil thresholds in the prior year. These additional funds are to be used to provide evidenced-based services and supports for the students of WCHS, which are reflected in Goal #4.

Furthermore, as evidence by the 2023 California School Dashboard, WUSD performance in English Language Arts (ELA) declined 6.7 points, to 71 points below standard, while the while the California Assessment of Student performance and Progress (CAASPP) indicates an increase of a 1.49% of students meeting or exceeding standards. In addition, CAASPP identifies that 3.66% of English Learners (EL) students scoring meets or exceeds standards, indicating a decline of 32.2% from the 2022 score of 5.40% meets or exceeds standards. Moreover, Socio-economically disadvantaged (SED) students scored 20.64% meets or exceeds standards for 2023 ELA, which is a decrease of 3.4% decrease from the 2022 CAASPP score of 21.37%; while similarly Student with Disabilities (SWD) students scored 6.17% meets or exceeds standards for 2023, a decrease of 18% from the 2022 CAASPP score of 7.58%. This demonstrates a broad spectrum of needs to address inequities for our most vulnerable groups of students, which is replicated as a red category on the Dashboard, specifically in the Writing domain at Murdock Elementary (for all students, SED, and EL) and Willows Intermediate School (for SED, Hispanic, and EL students). In addition, identified as a red category for the ELPI, a stronger focus on the Reading domain for our EL students is needed, for WUSD and Willows High School.

A review of the correlating mathematics scores indicates similar results, where the 2023 California Schools Dashboard indicates WUSD performance in mathematics declined 9.4 points, to 93.1 points below standard, while the while the 2023 CAASPP indicates an increase of 4.82% meets or exceeds standards. In addition, the 2023 CAASPP indicates that 9.15% of EL students scored meets or exceeds standards, an increase of 68.2% from the 2022 score of 5.44% meets or exceeds standards. Further 2023 CAASPP for mathematics analysis finds that the SED students scored 16.1% meets or exceeds standards, an increase of 6.9% from the 2022 CAASPP result of 15.06%; while the SWD students scored 4.93% meets or exceeds standards, with an increase of 60% from the 2022 CAASPP score of 3.08%. While demonstrating modest growth, the lack of significant progress continues to demonstrate a major inequity and need for our district. This data trend, identified on the Dashboard as a red category, especially within the Concepts and Procedures domain, is also found at Willows Intermediate School (for all students, SWD, SED, and EL), as well as Willows High School (for SED and Hispanic students). WUSD remains committed to strengthening this growth through a deliberate and consistent pursuit of initiatives such as; vertical articulation and alignment, adherence to the curriculum calendar that is aligned with the state's adopted calendar, ongoing professional development for classified and certificated staff targeting Multi-Tiered Systems of Support (MTSS) and EL instructional strategies for all classrooms, and providing ongoing training and support in the evolution to a comprehensive counseling program. Continued reflection and analysis underscores the need for a continued

focus on the use of formative assessment to support student learning, collaboration, and ability to guide instruction; as a means to quickly identify and effectively meet the unique needs of all students. Furthermore, serving a diverse student population which includes 19.4% English Learners (EL), WUSD remains committed to the intensifying the support of our EL students, ensuring significant gains in demonstrating proficiency on the Summative ELPAC through increased support, curricular improvements, professional development, and fidelity to systematic practices. Moreover, maintaining low student-to-teacher ratios continues to enhance our intervention efforts in providing more targeted support efforts in English and mathematics.

While WUSD celebrates a significant 33.8% decrease in chronic absenteeism from the 32.8% of 2021/22, we acknowledge that a key element to academic success rests upon student attendance. The 2023 California School Dashboard identifies a continuing challenge of a 21.7% Chronic Absenteeism rate for WUSD. Digging deeper into chronic absenteeism rates for 2023, for our unduplicated student groups, Dataquest indicates that 18.3% of our EL population, 23% of our SED population, 40% of our Homeless Youth population, and 35.2% of our SWD population; are identified as chronically absent. Therefore, chronic absenteeism remains a high priority within this strategic plan through continued implementation of SEL within the MTSS systems of support, as well as prioritization of building robust relationships with families that yield effective communication, engaging environments, and accommodations for family involvement. Included efforts to improve student attendance must also focus upon student suspension rates. While WUSD suspension rates have held at 4.6% over the last two years, Willows High School is identified with a red category for EL students (11.1%) and SWD students (13.8%). Planned professional development in and implementation of Positive Behavioral Interventions and Support (PBIS) will benefit WHS, as well as the entire district.

A cornerstone of our community, WUSD continues to build on the cultural values of our families; stressing personal contact with families (reinforcing with all staff the significance of building strong relationships with parents), fostering communication with families (all-call, online communication, two-way supportive communication, etc.), creating an engaging environment for families, and facilitating accommodations for family involvement, including translators, transportation, and other similar services. While all local indicators have been met, we are extremely proud of the ongoing efforts of the Parent Engagement Team, providing direct services (i.e., Parent Academies, truancy-home visits, Community Schools Partnership planning, etc.) in an effort to further engage, support and aid our parents/guardians and community partners. The adjunct position of a Director of Student Attendance provides the needed support to work in collaboration with district and local resources to develop, enhance, and ensure objective, equitable, and fidelity to systematic processes that promote positive student engagement and attendance.

While celebrating our successes, we also recognize our challenges and continue to endeavor in continuous improvement in “Preparing today’s students for tomorrow’s challenges.”

Reflections: Technical Assistance

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

Willows Unified School District and Willows High School continue our collaboration with Glenn County Office of Education, ensuring a well-developed plan to effectively meet ESSA requirements in alignment with this LCAP and other federal, state, and local programs. Identified for ATSI to address the learning needs of or EL and SWD students at WHS, as well as their higher rates of suspension, and in parallel to this LCAP, the WHS School Plan for Student Achievement (SPSA) will continue to utilize state and consistent local assessments to guide instruction and for the identification of students in need of intervention, while providing targeted professional development and collaboration

to improve instruction. Professional development will be maintained with focus towards creating a safe, equity-driven, and engaging school climate; through PBIS training and implementation, anti-bias training, and UDL and GLAD instructional planning and pedagogical delivery.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), and WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24). Staff survey April 3-19.
Principals	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), MES ELAC (Analysis, feedback and action planning activities on 9/22/23, 12/8/23, 3/8/24, 5/10/24), WIS ELAC (Analysis, feedback and action planning activities

Educational Partner(s)	Process for Engagement
	<p>on 9/20/23, 11/29/23, 2/28/24, and 5/8/24), WHS ELAC (Analysis, feedback and action planning on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 5/1/24), DELAC (Analysis, feedback, action planning activities on 8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), Management Meetings (Discussion, feedback, metric, and action planning on 7/31/23, 8/14/23, 8/28/23, 9/11/23, 9/25/23, 10/9/23, 10/23/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 1/8/24, 1/22/24, 2/5/24, 2/26/24, 3/11/24, 3/25/24, 4/8/24, 4/22/24, 5/6/24, and 6/2/24). Staff survey April 3-19.</p>
Administrators	<p>As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), MES ELAC (Analysis, feedback and action planning activities on 9/22/23, 12/8/23, 3/8/24, 5/10/24), WIS ELAC (Analysis, feedback and action planning activities on 9/20/23, 11/29/23, 2/28/24, and 5/8/24), WHS ELAC (Analysis, feedback and action planning on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 5/1/24), DELAC (Analysis, feedback, action planning activities on 8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), Management Meetings (Discussion, feedback, metric, and action planning on 7/31/23, 8/14/23, 8/28/23, 9/11/23, 9/25/23, 10/9/23, 10/23/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 1/8/24, 1/22/24, 2/5/24, 2/26/24, 3/11/24, 3/25/24, 4/8/24, 4/22/24, 5/6/24, and 6/2/24). Staff survey April 3-19.</p>
Other School Personnel	<p>As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and</p>

Educational Partner(s)	Process for Engagement
	4/24/24), and WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24). Staff survey April 3-19.
Certificated Bargaining Unit	Consultation offered on April 25th and May 13th, with consultation completed on May 31st in collaboration the WUTA President.
Classified Bargaining Unit	Consultation offered on April 25th and conducted on May 30, 2024.
Parents	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), MES ELAC (Analysis, feedback and action planning activities on 9/22/23, 12/8/23, 3/8/24, 5/10/24), WIS ELAC (Analysis, feedback and action planning activities on 9/20/23, 11/29/23, 2/28/24, and 5/8/24), WHS ELAC (Analysis, feedback and action planning on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 5/1/24), DELAC (Analysis, feedback, action planning activities (8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), Management Meetings (Discussion, feedback, metric, and action planning on 7/31/23, 8/14/23, 8/28/23, 9/11/23, 9/25/23, 10/9/23, 10/23/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 1/8/24, 1/22/24, 2/5/24, 2/26/24, 3/11/24, 3/25/24, 4/8/24, 4/22/24, 5/6/24, and 6/2/24). Parent survey March 20 - April 4.
Students	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and

Educational Partner(s)	Process for Engagement
	4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), DELAC (Analysis, feedback, action planning activities (8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), WHS Student Leadership feedback and action planning (5/2/24), and WIS Student Leadership feedback and action planning (5/6/24). Student survey March 20 - 28.
SELPA	Consultation and review of the LCAP was completed on June 3, 2024.

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

Willows Unified School District (WUSD) has established a robust approach to assessing and gathering feedback from our educational partners. We have incorporated the Local Control Accountability Plan (LCAP) and its related goals into the agendas of school events, programs, numerous committee meetings, and annual surveys. From Back-to-School Night events to ELAC and DELAC meetings, Site Councils, CIA advisories, and LCAP advisories, WUSD has prominently featured the LCAP to engage stakeholders and solicit input for the strategic development of the 2024/25 LCAP. At Willows Community High School (WCHS), the open-house event was utilized to expand participation, allowing both students and parents to engage in discussions and provide valuable insights into the planning for the awarded Equity Multiplier funding.

Throughout the 2023-2024 academic year, Willows Unified School District (WUSD) has actively engaged with educational partners to gather input and feedback for the development of the Local Control Accountability Plan (LCAP). While site English Learner Advisory Committee (ELAC) meetings offered valuable opportunities for discussion and feedback during quarterly sessions, the District English Learner Advisory Committee (DELAC) meetings held in August, October, January, March, and May provided essential additional insights for making progress with our EL students and families.

Moreover, Site Council meetings held quarterly at each school site from September 2023 to May 2024 served as crucial forums for gathering additional input directly related to enhancing student learning, performance, and engagement. Additionally, the LCAP Advisory convened throughout the year on October 25, December 14, February 7, March 27, and May 29; allowed for a more in-depth exploration of the LCAP, achievement data, school culture, and ongoing engagement strategies. These sessions involved a diverse group of educational partners, including certificated and classified staff members, administration, parents, and community members.

Furthermore, efforts were made to engage with bargaining units, including the California School Employees Association (CSEA), with a consultation meeting held on May 30th, 2024. While requests for consultation were extended on April 25th and May 13th to the Willows Unified Teachers Association (WUTA), no response for consultation was received. In addition to these engagements, consultations were conducted with the Curriculum, Instruction, and Assessment (CIA) Advisory on September 21, October 24, November 28, January 23, February 27, April 2, April 23, and May 28; focusing on data review, root cause analysis, and a survey of the Local Performance Indicators. Furthermore, discussions with the Special Education Local Plan Area (SELPA) took place on May 31, 2024, contributing to a comprehensive understanding of the needs and priorities across the district.

Key aspects of this LCAP, reflecting input from educational partners, include a strong emphasis on enhancing EL services and curriculum. Student input, collected through surveys and meetings with student leadership groups, has provided valuable direction for supporting engaging lessons and instructional methods, while fostering a positive school culture rooted in respect and inclusion. Additionally, a continued focus on professional development in standards alignment, vertical articulation, standards-based grading, and cultural understanding emerged from various engagement forums and is clearly represented in this LCAP.

These collaborative efforts underscore WUSD's commitment to inclusivity, transparency, and stakeholder engagement in shaping the LCAP to best meet the needs of all students and communities served by the district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Conditions of Learning – Establishing a High Performing District Culture with Quality Teaching and Learning	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The continuous pursuit of a high-performing district culture with quality teaching and learning at WUSD is essential for fostering an environment where all students will thrive academically and personally. A strong district culture ensures consistent implementation of best practices, promotes continuous professional development, and encourages collaboration among educators. This focus on excellence in teaching and learning helps us meet the diverse needs of our students, prepares them for future challenges, and supports their overall success. By prioritizing a high-performing culture, we commit to upholding the highest standards of education and empowering every student to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching Local Indicator/Teacher Credentialing	At WUSD, 97% of teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card (SARC) and/or Williams Report.			At WUSD, 100% of teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(SARC) and/or Williams Report.	
1.2	Priority 1 B. every pupil in the school district has sufficient access to the standards-aligned instructional materials Local Indicator/Instructional Materials	100% of students have access to State Standards-aligned materials.			100% of students have access to State Standards-aligned materials.	
1.3	Priority 1 C. the LCAP addresses the degree to which school facilities are maintained in good repair Local Indicator/Facilities in good repair	Based on FIT reports, the average of WUSD facilities is 97.79% safe and clean with equipment maintained in good repair when utilized by students and staff members.			Based on FIT reports, the average of WUSD facilities is 99% safe and clean with equipment maintained in good repair when utilized by students and staff members.	
1.4	Priority 2 A. the implementation of state board adopted academic content and performance standards for all students Local Indicator/Implementation of State Standards	Local indicator rating is a 3-Initial Implementation of state standards, as indicated on the LPI indicator tool.			The desired outcome for WUSD is to achieve a level 5 - Full Implementation and Sustainability for state standards.	
1.5	Priority 2 B. how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes	As indicated on the 2022/23 CAASPP database for ELA, WUSD EL students scored:			The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of gaining academic content knowledge and English language proficiency Local Indicator/Implementation of State Standards	Met or Exceeded = 3.66% Nearly Met = 16.46% Not Met = 79.88%			EL students achieve the following scores: <ul style="list-style-type: none"> • Met or Exceeded : 30% • Nearly Met: 40% • Not Met: 30% 	
1.6	Priority 2 B. how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Local Indicator/Implementation of State Standards	As indicated on the 2022/23 CAASPP database for Math, WUSD EL students scored: Met or Exceeded = 9.15% Nearly Met = 16.46% Not Met = 74.39%			The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have EL students achieve the following scores: <ul style="list-style-type: none"> • Met or Exceeded : 30% • Nearly Met: 40% • Not Met: 30% 	
1.7	Priority 7 A. a broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable	As indicated on the CA Dashboard for 2023, WUSD is 58.6% college/career prepared. Additional data for College/Career			The desired outcome for WUSD, as indicated on the CA Dashboard for college/career	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Indicator/College and Career Indicator	<p>indicating percentage Prepared:</p> <p>WUSD Total = 58.6% (140) Hispanic = 58.1% (74) White = 56% (50) SED = 54.7% (128) Homeless = 14.3% (14) SWD = 10% (20)</p>			<p>prepared, is to have:</p> <p>WUSD Total = 75% Hispanic = 75% White = 75% SED = 75% Homeless = 50% SWD = 50%</p>	
1.8	Priority 7 A. a broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable Local Indicator/A broad course of study	100% of WUSD students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220			The desired outcome for WUSD is to have 100% of our students enrolled in a broad course of study, dependent upon grade-level, as defined in the Education Code 51210 and 51220.	
1.9	Priority 7 B. programs and services developed and provided to unduplicated pupils Local Indicator/Programs and/or services developed and provided to unduplicated pupils	100% of our students have access to nutrition and food services meeting the guidelines of the USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250			The desired outcome for WUSD is to have 100% of our students with access to nutrition and food services, meeting the guidelines of the USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Priority 7 C. programs and services developed and provided to individuals with exceptional needs Local Indicator/Programs and/or Services developed and provided to individuals with exceptional needs	As indicated on the 2022/23 CAASPP database for ELA, WUSD students with disabilities scored: Met or Exceeded = 6.17% Nearly Met = 13.58% Not Met = 80.25%			The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have students with disabilities achieve the following scores: <ul style="list-style-type: none"> • Met or Exceeded : 25% • Nearly Met: 40% • Not Met: 35% 	
1.11	Priority 7 C. programs and services developed and provided to individuals with exceptional needs Local Indicator/Programs and/or Services developed and provided to individuals with exceptional needs	As indicated on the 2022/23 CAASPP database for Math, WUSD students with disabilities scored: Met or Exceeded = 4.93% Nearly Met = 9.88% Not Met = 85.19%			The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have students with disabilities achieve the following scores: <ul style="list-style-type: none"> • Met or Exceeded : 20% • Nearly Met: 40% • Not Met: 40% 	

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

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	Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy.	Maintain a K-12 advisory committee convened on a monthly basis to perpetuate the vertical alignment and articulation of curriculum, while concurrently fostering the development and dissemination of optimal instructional practices. Members of the committee consist of lead teachers and administrators.	\$7,600.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	First and Second Year Teachers in CA Induction Program	The District will provide a culturally responsive Teacher Induction Program for all new first and second year teachers to ensure that they meet the necessary requirements to become appropriately credentialed.	\$30,346.00	No
1.3	Coaching for First-Best Instructional Practices and Literacy	Hire a certificated staff member in the role of an Instructional Coach (TK-6), who will collaborate closely with classroom teachers to enhance both student learning outcomes and instructional methodologies. Emphasis will be placed on fostering both individual and collective growth, aimed at enriching educators' comprehension of and practices with evidence-based instructional techniques (First-Best Instruction).		Yes
1.4	Fostering of Learning-Focused Grading Policies	Provide PD for staff and administration on grading practices.	\$15,000.00	No
1.5	Strengthen the District Formative Assessment Model	Supporting professional growth and fidelity in the use of Formative assessments through professional development in data analysis, intervention planning, and instructional guidance.	\$15,000.00	No
1.6	Develop Strategies to Improve Access to Technology and Project Based Learning (PBL)	WUSD will enhance technology access and project-based learning through the development and implementation of the TK-12 WUSD Technology Scope and Sequence.	\$185,000.00	No
1.7	Adopted Instructional Materials	Maintain a curriculum calendar and purchase curriculum materials aligning with the state's adopted calendar.	\$255,000.00	No
1.8	Safety Committee Team	WUSD's Safety Committee will continue to meet to identify safety risks and purchase what is necessary in order to provide safety equipment for all schools.	\$25,000.00	No
1.9	Nutrition	Ensure access to healthy food and nutrition - General Fund support to the District Food Service program	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Development for Student Information System	Provide training for staff to increase proficiency with instructional and support services practices and resources (e.g. Aeries).	\$15,000.00	No
1.11	Student Services	Continue to employ Library Media Techs to support our teachers and students and provide resources to improve our library services (e.g purchase library books, resource materials, etc.).	\$153,200.00	No
1.12	GCOE TREE Services	Continue to support our teachers and libraries by providing services and resources from GCOE.	\$3,100.00	No
1.13	Professional Development	Tailor the comprehensive professional development program to target identified needs, ensuring those needs are met, and is accessible; which supports effective standards-aligned instruction with a focus towards improving literacy across disciplines, strategies for the acceleration of learning, SEL, UDL, and first-best instructional approaches for at-promise pupils and those with exceptional needs.	\$75,000.00	
1.14	Professional Development	Ensure fidelity to the inclusion within the comprehensive teacher professional development program, which provides support for effective ELD standards-alignment and instructional practices that bolster academic literacy, effective language acquisition, and use of strategies that support raising the achievement levels of EL students; as indicated on the CAASPP ELA and Math assessments.	\$10,000.00	Yes
1.15	Student Services for Technical Skill/CTE Development	Allocate additional Full-Time Equivalents (FTE) to expand opportunities for engagement in Project-Based Learning focused on technical skills and Career and Technical Education (CTE) development at WIS.	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction (Provide targeted professional development for instructional staff on effective writing instruction which includes writing across different genres (expository, persuasive, narrative, descriptive, and creative), incorporating writing process strategies, and providing meaningful feedback to students; implementing school-wide writing assessments on a quarterly/trimester basis.		Yes
1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	Provide targeted professional development for instructional staff on strengthening mathematical concepts and procedures (review of key math concepts, research-based strategies for teaching, reinforcing, and differentiation, as well as the importance of fostering mathematical discourse and promoting a growth mindset in the classroom.		Yes
1.18	Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics	Provide specialized training for instructional staff on effective strategies for teaching problem-solving in mathematics (modeling, think-alouds, visual representations, language scaffolding, real-world and culturally relevant contexts and other differentiation strategies that is supported by explicit instruction) and coupled with consistent integration of language development activities within the ELD program that supports the math instruction.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All students should have access to grade-level classes and high school students should be enrolled in college or academic/CTE-aligned course sequences to ensure equitable educational opportunities and to prepare them for future success. Providing these opportunities promotes academic rigor, helps students meet state standards, and equips them with the skills needed for college and career readiness. Furthermore, identifying at-risk students through various assessments allows certificated staff to provide targeted academic support, ensuring that every student receives the necessary resources and interventions to succeed. This comprehensive approach fosters an inclusive learning environment where all students can achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 A. statewide assessments State Indicator/Academic Indicator/ELA SBAC Results	As indicated on the CAASPP database and CERS for 2022/23, WUSD students (grades 3-8) scoring meets or exceeds standards in ELA: All students = 20.2% EL = 3.10% SED = 17.30% SWD = 6.7%			The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students (grades 3-8) scoring meets or exceeds standards in ELA: All students = 47% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL = 25% or higher SED = 35% or higher SWD = 25% or higher	
2.2	Priority 4 A. statewide assessments State Indicator/Academic Indicator/Math SBAC Results	As indicated on the CAASPP database and CERS for 2022/23, WUSD students (grades 3-8) scoring meets or exceeds standards in mathematics: All students = 17.20% EL = 9% SED = 15.5% SWD = 9.8%			The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students (grades 3-8) scoring meets or exceeds standards in mathematics: All students = 40% or higher EL = 25% or higher SED = 30% or higher SWD = 25% or higher	
2.3	Priority 4 C. Percentage of English Learners making progress toward English proficiency State Indicator/Academic Indicator/English Language Progress Indicator	As indicated on the 2022/23 CA Dashboard, WUSD EL students scored at 47.5% making progress towards English language proficiency. The 2022/23 Summative			The desired outcome for WUSD EL students making progress towards English language proficiency as 55%, and as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELPAC scores for (238) ELs indicate:</p> <p>1's = 17.28%</p> <p>2's = 35.66%</p> <p>3's = 34.93%, and</p> <p>4's = 12.13%</p>			<p>indicated on the CA School Dashboard, :</p> <p>1's = 15.5%</p> <p>2's = 29%</p> <p>3's = 35.5%</p> <p>4's = 20%</p>	
2.4	Priority 4 C. Percentage of English Learners making progress toward English proficiency State Indicator/Academic Indicator/Summative ELPAC proficiency rates	<p>Utilizing the 2022/23 CAASPP/ELPAC database, WUSD ELs (272) taking the Summative ELPAC scored:</p> <p>4/Well Developed = 12.13%</p> <p>3/Moderately Developed = 34.93%</p> <p>2/Somewhat Developed = 35.66%</p> <p>1/Beginning to Develop = 17.28%</p>			<p>Utilizing the CAASPP/ELPAC database, the desired outcome for WUSD EL students scoring is:</p> <p>4/Well Developed = 25%</p> <p>3/Moderately Developed = 35%</p> <p>2/Somewhat Developed = 30%</p> <p>1/Beginning to Develop = 10%</p>	
2.5	Priority 4 D. English Learner Reclassification Rate State Indicator/Academic Indicator/Reclassification rates	<p>As indicated using the CALPADS 2.16 and 2.9 for calculation of the 2022/23 EL RFEP rate, the WUSD reclassification rate for ELs was 6.6%</p>			<p>The desired outcome for WUSD, as indicated using the CALPADS 2.16 and 2.9 for calculation of the EL RFEP rate is 20.1% or higher.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 4 E. Percentage of pupils passing AP coursework State Indicator/Academic Indicator/College and Career Indicator/AP pass rate	As indicated on the 2022/23 College Board report, the percentage of WUSD students passing with a 3, 4, or 5 on an Advanced Placement exam was 27.5%			As indicated on the annual College Board testing reports, the desired outcome for WUSD students scoring a 3, 4, or 5 on an Advanced Placement exam is 55%.	
2.7	Priority 4 G. the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness State Indicator/College and Career Indicator/11th grade SBAC results	As indicated in the 2022/23 CAASPP test results for ELA, WUSD 11th grade students scored met or exceeded standards: <ul style="list-style-type: none"> • All students = 42.37% • EL = 8.33% • RFEP = 47.06% • EO = 43.48% • SED = 38.71% • SWD = 4.55% 			As indicated in the 2022/23 CAASPP test results for ELA, for 11th grade students scoring met or exceeded standards, the desired outcome for WUSD is: <ul style="list-style-type: none"> • All students = 58% • EL = 20% • RFEP = 70% • EO = 60% • SED = 50% • SWD = 20% 	
2.8	Priority 4 G. the percentage of pupils who participate in, and	As indicated in the 2022/23 CAASPP test results for mathematics,			As indicated in the 2022/23 CAASPP test results for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness State Indicator/College and Career Indicator/11th grade SBAC results	<p>WUSD 11th grade students scored met or exceeded standards:</p> <ul style="list-style-type: none"> • All students = 22.03% • EL = 8.33 • RFEP = 23.53% • EO = 23.19% • SED = 19.36% • SWD = 4.55% 			<p>ELA, for 11th grade students scoring met or exceeded standards, the desired outcome for WUSD is:</p> <ul style="list-style-type: none"> • All students = 45% • EL = 20% • RFEP = 45% • EO = 35% • SED = 35% • SWD = 20% 	
2.9	Priority 4 B. A-G Course Completion/CTE Pathways State Indicator/Academic Indicator/Career pathway completion	As indicated in the CALPADS database (3.19), 77 WUSD students graduated having completed a CTE pathway sequence in 2022/23.			As indicated in the CALPADS database (3.19), the desired outcome for WUSD students graduating having completed a CTE pathway sequence is 100 students	
2.10	Priority 4 G. the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any	As indicated by class rosters, 48.7% (231) WHS students are participating in a junior college program.			As indicated by class rosters, the desired outcome for WHS students participating in a junior college program, is 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subsequent assessment of college preparedness State Indicator/Academic Indicator/College and Career Indicator/Dual Enrollment completion rate					
2.11	Priority 4 B. A-G Course Completion/CTE Pathways State Indicator/Academic Indicator/College and Career Indicator/A-G course completion	Utilizing the 2023 four-year adjusted grad cohort in Dataquest, the WUSD students who graduated having met A-G requirements: 25.6% of WUSD students graduated having met A-G requirements in 2023. <ul style="list-style-type: none"> All students (136) = 25.6% EL = n/a Foster = n/a Homeless (12) = 16.7% SWD (16) = 0% SED (124) = 21.4% 			Utilizing the four-year adjusted grad cohort in Dataquest, the desired outcome for WUSD of students graduating having met A-G requirements is: <ul style="list-style-type: none"> All students = 60% EL = 35% Foster = 25% Homeless = 25% SWD (16) = 20% SED (124) = 45% 	
2.12	Priority 8. addresses pupil outcomes, if available, for courses described under Sections 51210 and	As indicated on Dataquest's report in 2023, the SBAC participation rate for WUSD was:			As indicated on Dataquest's report, the desired outcome for participation rates for WUSD is:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	51220(a)-(i), as applicable. Local Indicator/Other student outcomes (Local Assessments, Interims, Maps, etc.)	ELA testing = 98% Math testing = 98% CAST testing = 95.6%			ELA testing = 100% Math testing = 100% CAST testing = 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Students	WUSD will utilize Rosetta Stone for the newcomers to enhance their English skills and provide supplemental materials for ELD teachers (e.g. Flocabulary, etc.)	\$15,000.00	

Action #	Title	Description	Total Funds	Contributing
2.2	Strategic Support for At Risk Students - ELA and Math	MES and WIS – Purchase materials and resources to support screening and data analysis (i.e., Forefront, Morpheme Magic, Dibels,).	\$14,200.00	
2.3	Training for all Test Site Administrators	All testing site coordinators will undergo mandatory training (ELPAC and CAASPP) and acquire the necessary materials to effectively lead their staff in administering annual summative assessments.	\$7,500.00	
2.4	Strategic Support for At-Promise Students - ELA and Math	Identify and purchase supplemental instructional materials to increase support for at-promise students, with emphasis on ELA and Math (Reflex Math, No Red Ink, Get More Math, etc).	\$50,000.00	
2.5	Strategic Support for At-Promise Students - ELA and Math	Murdock Elementary - Maintain staffing and class sizes at levels to ensure First-Best Instruction..	\$2,403,445.00	
2.6	Strategic Support for At-Promise Students - ELA and Math	Continuing support for Tier II interventions by maintaining two ELA intervention teachers and one Math intervention teacher at MES, and one intervention teacher at WIS; to provide strategic and intensive intervention support to students throughout the school day.	\$150,000.00	
2.7	Strategic Support for At Risk Students - ELA and Math	Provide furniture and facilities space to support small group student interventions.	\$150,000.00	
2.8	Willows High School Schedule	Explore alternative bell schedule at WHS to increase core-subject instructional time.		
2.9	Strategic Support for At Risk Students - ELA and Math	Provide Saturday School and Anytime School opportunities for credit / ADA recovery and intervention support at all schools	\$20,000.00	

Action #	Title	Description	Total Funds	Contributing
2.10	Strategic Support for At Risk Students - ELA and Math	WIS - Back to School math and ELA two week "Boot Camps" to provide support for below grade level students.	\$15,000.00	
2.11	Strategic Support for At Risk Students - ELA and Math	Maintain a District Long Term Independent Study (LTIS) teacher to provide instructional alternatives for students requiring a different learning model.	\$95,000.00	
2.12	Strategic Support for At Risk Students - ELA and Math	Maintain the Edgenuity (online learning platform) for credit recovery (WHS and WCHS) and distance learning (District-wide) needs.	\$35,000.00	
2.13	Strategic Support for At Risk Students - ELA and Math	Employ one teacher for a 2 week incoming Frosh Summer Boot Camp for ELA and Math support.	\$15,000.00	
2.14	ELD Students	Continue to provide supplemental materials and resources to increase successful outcomes for English Learner students.	\$10,500.00	
2.15	ELD Students	Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs.	\$100,000.00	
2.16	Foster/Homeless Youth Services	WUSD will monitor and furnish essential resources for our Foster/Homeless Youth, which may encompass required supplies and transportation assistance.	\$20,000.00	
2.17	Implement College and Career Readiness Curriculum	Professional development for MES and WIS teachers regarding utilizing college and career readiness curriculum and resources for elementary and middle school students.	\$15,000.00	

Action #	Title	Description	Total Funds	Contributing
2.18	Implement College and Career Readiness Curriculum	Implement K-12 college and career readiness curriculum, to include the California College Guidance Initiative (CCGI).	\$30,000.00	
2.19	Continued Strengthening of College and Career Readiness Curriculum	College and Career readiness professional development for district instructional staff and counselors (i.e., Hatching Results, CCGI, A-G)	\$10,000.00	
2.20	Student Support Services	Continue to employ paraprofessionals to work with our students in groups and individually	\$250,000.00	
2.21	CTE Pathways	WUSD will continue to investigate the possibility of adding additional CTE Pathways (e.g. courses) - implementation timeline and costs unknown at this time.		
2.22	Opportunity Program	Continue to provide Opportunity Classrooms (e.g. Opportunity teacher/s/) and programs in our district and purchase materials and supplies to support the students.	\$240,000.00	
2.23	Support for After-School Program	Continue to support our after-school programs SPARK/ASAP by providing professional development to staff, purchasing materials and supplies, engaging families and community, providing resources to bridge student needs from the instructional day to the after school programs, etc.	\$190,000.00	
2.24	Support for After-School Program	Increase accessibility to extended day programs for students in TK-6; providing expanded high quality programs that include a safe and supportive environment, active and engaging learning, skill building, youth voice and leadership, healthy choices, and access and equity.	\$75,000.00	

Action #	Title	Description	Total Funds	Contributing
2.25	Support of Technology Access	Enhanced technology access via device and infrastructure upgrades to strengthen services and connectivity, with 1-1 deployments which ensure facilitation of school and home accessibility.	\$435,000.00	
2.26	Strategic Support for At-Promise Students - ELA and Math	Provide ongoing instructional aide support for ELA and mathematics interventions at MES, WIS, and WHS.	\$204,750.00	
2.27	Strategic Support for At Promise Students - ELA and Math	Provide ongoing instructional support through Guided Study for Tier II intervention at WIS.	\$67,700.00	
2.28	Strategic Support for At Promise Students - ELA and Math	Identify, purchase, and implement instructional and assessment materials and resources for Tier I and II intervention services.	\$15,000.00	
2.29	Strategic Support for Improved Student Literacy	Provide site allocations to increase access to resources and materials to support district-wide literacy initiative and improve instructional outcomes.	\$85,000.00	
2.30	ELD Students	Provide targeted professional development in instructional strategies and approaches to support EL student achievement in ELA and Math (i.e., differentiation techniques, scaffolding, and language acquisition strategies in the content areas)		
2.31	ELD Students	Identify, adopt and implement formal language acquisition curriculum to support EL and Newcomer students.	\$25,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The schools and district will develop and maintain as systematic method for partnering with students, parents, county resources, and community member to improve student engagement.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Partnering with students, parents, county resources, and community members is essential to improving student engagement because it fosters a comprehensive support system that addresses the diverse needs of our students. This collaboration ensures that educational strategies are informed by the unique insights and experiences of all educational partners, promoting a more inclusive and effective learning environment. By working together, we can create a shared vision and leverage a wide range of resources, expertise, and perspectives to enhance student success and well-being

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site Local Indicator/Parent Involvement/Local Evaluation Tool (LPI)	Utilizing the LPI Survey Tool for 2022/23, WUSD is a 4-Full Implementation in Parent and Family Engagement.			Utilizing the LPI Survey Tool for the Implementation of Parent and Family Engagement, the desired outcome for WUSD is a 5-Full Implementation and Sustainability.	
3.2	Priority 3 A. the efforts the school district makes to seek parent input in	In the 2022/23 school year, WUSD provided 12 Parent Education			The desired outcome for WUSD Parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	making decisions for the school district and each individual school site Local Indicator/Parent Involvement/Local Evaluation Tool	Night and other related events that included FAFSA support, senior parents night, 8th grade parent night, UC/CSU application workshops, LCAP Advisories, and Parent Academies.			Education Nights and other related events is 20, which includes parent requested academic support trainings, as well as FAFSA support, senior parents night, 8th grade parent night, UC/CSU application workshops, LCAP Advisories, and other related Parent Academies.	
3.3	Priority 5 E. high school graduation rates Local Indicator/SWD Graduation Rate	As indicated on the 2022/23 CA Dashboard, the WUSD graduation rate for individuals with exceptional needs is 70%			As indicated on the 2022/23 CA Dashboard, the desired outcome for the WUSD graduation rate of students with exceptional needs is 100%.	
3.4	Priority 5 B. chronic absenteeism rates State Indicator/Student Engagement/Chronic Absenteeism rate	As indicated on Dataquest for 2022/23, the WUSD Chronic Absenteeism rate is: WUSD Total = 24.9% AI/AN = 58.1% (43) Hispanic = 22.8% (771) White = 26.5% (551) EL = 22% (297) SED = 26.4% (1,203)			As indicated on Dataquest, the desired outcome for the WUSD Chronic Absenteeism rate is: WUSD Total = Less than 8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster = 23.5% (17) Homeless = 50% (26) SWD = 26.4% (193)			AI/AN = 15% or lower Hispanic = 10% or lower White = 10% or lower EL = 10% or lower SED = 10% or lower Foster = 10% or lower Homeless = 15% or lower SWD = 10% or lower	
3.5	Priority 5 E. high school graduation rates State Indicator/Student Engagement/High School Graduation rate	As indicated on the 2022/23 CA Dashboard, the high school graduation rate is 92.2% with the additional data provided for four-year graduation rates: WUSD Total = 91.5% (129) Hispanic = 93.2% (69) White = 88.2% (45) SED = 90.7% (117) Homeless = 85.7% (12) SWD = 70% (14)			As indicated on the CA School Dashboard, the desired outcome for the high school graduation rate is 98% or higher, with the additional data provided in the four-year graduation rates as: WUSD Total = 98% or higher Hispanic = 98% or higher White = 98% or higher SED = 98% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless = 98% or higher SWD = 98% or higher	
3.6	Priority 5 C. middle school dropout rates Local Indicator/Middle school dropout rate	As indicated in CALPADS reporting for the 2022/23 school year, WUSD has a 0% dropout rate at the middle school			As indicated in CALPADS reporting, the desired outcome for middle school dropout rates from WUSD is 0%	
3.7	Priority 5 D. high school dropout rates Local Indicator/High school dropout rate	As indicated in CALPADS reporting for the 2022/23 school year, WUSD has a 2.8% (4 students)% dropout rate at the high school level.			As indicated in CALPADS reporting, the desired outcome for high school dropout rates from WUSD is 0%	
3.8	Priority 6 A. pupil suspension rates State Indicator/Students Suspension Indicator	As indicated on the 2022/23 CA Dashboard, the suspension rate for WUSD for how many students were suspended at least once, is: WUSD Total = 4.4% (1,539) Asian = 1.6% (61) AI/AN = 6.7% (45) Hispanic = 4.6% (804) White = 4.5% (575) EL = 2.9% (311) SED = 5% (1,249) Homeless = 7.4% (27) SWD = 2.9% (223)			As indicated on the 2022/23 CA Dashboard, the desired outcome for WUSD of how many students were suspended at least once, is: WUSD Total = 2% or lower Asian = .5% or lower AI/AN = 2% or lower Hispanic = 2% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					White = 2% or lower EL = 1% or lower SED = 2% or lower Homeless = 2% or lower SWD = 1% or lower	
3.9	Priority 6 C. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Local Indicator/Local tool for school climate	As indicated on the 2021/22 CA Healthy Kids Survey, the data for WUSD students that perceive school to be safe: 7th grade = 65% 9th grade = 45% 11th grade = 48% WCHS = 63%			As indicated on the 2021/22 CA Healthy Kids Survey, the desired outcome for WUSD of students perceiving school to be safe, is: 7th grade = 80% 9th grade = 80% 11th grade = 80% WCHS = 80%	
3.10	Priority 6 B. pupil expulsion rates Local Indicator/Expulsion rate	As indicated on Dataquest for 2022/23, the WUSD Expulsion rate is: WUSD Total .2% (1,517) AI/AN = 0% (45) Asian 0% (60) Hispanic = .4% (794) White 0% (565)			As indicated on Dataquest, the desired outcome for the WUSD expulsion rate is: WUSD Total = 0% AI/AN = 0% Asian 0% Hispanic = 0% White 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Priority 5 A. school attendance rates State Indicator/Student Engagement/Chronic Absenteeism rates	As indicated on the AERIES-Daily Apportionment by Month Report, the WUSD average attendance rate is 93.7% for the current month (January 2024)			As indicated on the AERIES-Daily Apportionment by Month Report, the desired outcome for the WUSD average attendance rate is 95% or higher.	

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	Personalized Graduation Plans for Grades 7-12	Provide professional development for district counselors to guide students in development and implementation of personalized graduation plans.	\$5,000.00	

Action #	Title	Description	Total Funds	Contributing
3.2	Pathways to Viable Careers	Investigate hiring (1) additional part time classified Career Technicians, while maintaining current Career Tech, to promote and track career exploration, plan development and CTE pathway completion.		
3.3	Community Outreach	Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.	\$170,000.00	
3.4	Community Outreach	WUSD will continue to communicate with parents using a variety of media sources (i.e.. Parent Square, letters, etc.).	\$15,000.00	
3.5	Community Outreach	WUSD will provide Parent Education Nights with an emphasis for our subgroups (i.e., CTE Pathways, Information Nights, educational support for Parents, etc.)	\$45,000.00	
3.6	Environmental Camp	Willows Intermediate School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp.	\$13,000.00	
3.7	River Jim	Willows Intermediate School will offer an opportunity for all 6th graders to go on a River Jim field trip.	\$5,000.00	
3.8	Improving Student Attendance	WUSD will expand Positive Attendance Programs to encourage student engagement in the school community.	\$5,000.00	
3.9	Social and Emotional Learning	WUSD will provide academics, behavioral, and social-emotional learning programs.	\$35,000.00	

Action #	Title	Description	Total Funds	Contributing
3.10	Student Services	Continue to employ counselors to support all our students socially, emotionally, and academically.	\$475,000.00	
3.11	Health Aide Services	Continue to employ a nurse districtwide and additional health aide(s) as needed. Continue to provide supplies and materials needed to support student health services.	\$275,000.00	
3.12	Outdoor Education, Science, Nutrition	WUSD will continue to support the Murdock Elementary School Garden by providing an allocation for materials and supplies.	\$1,000.00	
3.13	Student Support Services	Maintain Behavioral Intervention Aide at MES, to support SEL, counseling and PBIS services to “at-promise” students.	\$32,000.00	
3.14	Student Support Services	Funding of one paraprofessional for the WCHS program to support at-promise student attendance and academic success.	\$32,000.00	
3.15	Student Support Services	Provide ongoing transportation services to students at Cedar Hills to support improved attendance and academic achievement.	\$37,000.00	
3.16	Student Support Services and Enrichment	Provide ongoing music and enrichment instruction at Murdock Elementary.	\$135,420.00	
3.17	Student Support Services and Enrichment	Provide ongoing allocation for routine replacement of passenger vans to increase and improve the scope, safety, and services of district transportation for extra and co-curricular activities.	\$200,000.00	
3.18	Student Support Services and Community Outreach	Maintain a part-time Director of Student Attendance position to provide attendance oversight, outreach, and facilitation of truancy mitigation.	\$20,000.00	

Action #	Title	Description	Total Funds	Contributing
3.19	Student Support Services and Community Outreach	Maintain a Director of Instructional Services position to coordinate independent study and Expanded Learning Opportunities programs, as well as bolster instructional strategies, parent engagement, and additional efforts to ensure the engagement of our school community partnerships.	\$145,000.00	
3.20	Community Outreach	Provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.	\$25,000.00	
3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments	Develop training and capacity cycle for PBIS to be followed by development and implementation of PBIS Framework to build positive school communities and reduce suspension rate.		
3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	Provide professional development in the development of positive and inclusive school cultures (i.e., understanding bias to increase self awareness and cultural competency).		
3.23	Improving Student Attendance	Identify and implement with aligned professional development; an efficient and unified system of support for student attendance (i.e., SchoolStatus) to expedite identification of at-risk students, support instructional staff, and engage families as partners in a meaningful and productive process that yields increased student attendance.		
3.24	Student Support Services-Additional Supervision	Provide an additional three Yard Duty Supervisors to WIS, to accommodate increased enrollment and provide further supervision to enhance student safety.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To promote engagement, academic success, and CTE preparedness for all WCHS students through expanding access to CTE exploration opportunities and facilitating the attainment of industry-recognized certifications	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5 B. chronic absenteeism rates Student Engagement/Chronic Absenteeism rate	Utilizing AERIES Analytics, WCHS Chronic absenteeism rate is: <ul style="list-style-type: none"> Total = 88.2% Hispanic = 87.5% White (non-Hispanic) = 100% Homeless = 100% SED = 87.5% EL = n/a (no EL students enrolled) 			Using AERIES Analytics to identify the WCHS Chronic Absenteeism rate, the desired outcome for WUSD is: <ul style="list-style-type: none"> Total = 42%% Hispanic = 40%% White (non-Hispanic) = 40% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> • Homeless = 45% • SED = 45% • EL = 40% or lower 	
4.2	Priority 5 E. high school graduation rates Student Engagement/High School Graduation rate	According to the Dashboard (additional report), WCHS graduation rate for 2023 was 66.7% (12 = Number of Students in the Graduation Rate)			Utilizing the CA Dashboard (additional report) for the WCHS graduation rate, the desired outcome for WUSD is a graduation rate of 90% or higher at WCHS	
4.3	Priority 4 B. A-G Course Completion/CTE Pathways Local Indicator/Academic Indicator/Career pathway completion	For 2023/24, the number of WCHS CTE/Industry certifications are as follows: <ul style="list-style-type: none"> • number of students earning a certification = 3 • total number of certifications earned = 4 			Utilizing OSHA certification completion for WCHS industry certifications, the desired outcome is for all WCHS to earn at least one OSHA CTE/industry certification (based on current enrollment)	

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	Building Student Engagement	Developing and implementing a comprehensive plan to increase student engagement through hands-on, experiential learning opportunities (CTE curriculum, PBL activities, participation in CTE-related clubs, events, and competitions).		
4.2	Fostering Academic Success	Align CTE coursework with academic standards to ensure that students acquire essential academic knowledge and skills, while pursuing career pathways and/or certifications.		
4.3	Providing Academic Support and Intervention	Provide ongoing after-school intervention and academic support services to address individual learning needs and maximize student success in CTE courses.		

Action #	Title	Description	Total Funds	Contributing
4.4	CTE Course Access	Provide access to CTE courses that meet student interest.		
4.5	CTE Certifications	Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e., OSHAAcadem).		
4.6	Professional Development	Provide professional development to WCHS for the implementation of PBL strategies, CTE/Career Planning, and curriculum alignment to the state standards.		
4.7	Student Engagement	Provide student exposure to unique cultural development and appreciation activities (i.e., cultural enrichment, experiential learning, physical fitness, etc.).		
4.8	Financial Literacy	Identify, adopt, and implement a formal curriculum for the instruction of financial literacy.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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
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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
\$	\$

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
	0.000%	\$0.00	

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
1.3	<p>Action: Coaching for First-Best Instructional Practices and Literacy</p> <p>Need: ELA (writing and reading domains) and Mathematics (Concepts & Procedures) are red categories</p> <p>Scope:</p>	To support the growth, improvement, and fidelity to first-best instructional practices (enhanced by ongoing PD i.e., GLAD, UDL, SEL, etc.)	Metrics 1.5, 1.6, 2.1, and 2.2

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
	Schoolwide		
1.16	<p>Action: Inspiring Writers: Strategies for Enhancing ELA Writing Instruction (</p> <p>Need: Writing has been identified as the lowest ELA domain for all students and student groups. For EL students in particular, this issue compounded by the lack of English language acquisition and related skills in the reading domain. (as mentioned previously, these are areas which are "red categories" indicated on the Dashboard for WUSD (SWD, SED, EL, and Asian), MES (Hispanic, EL, SED, and all students), WIS (SED, Hispanic, and EL), and at WHS (reading domain on in the ELPI).</p> <p>Scope: LEA-wide</p>	The listed action provides needed professional development for instructional staff on effective writing instruction which includes writing across different genres, incorporating writing process strategies, and providing timely and meaningful feedback to students.	
1.17	<p>Action: Mastering Math: Effective Strategies for Strengthening Concepts and Procedures</p> <p>Need: Mathematical concepts and procedures has been identified as the lowest math domain for all students and student groups. For EL students in particular, this issue is further compounded by the a deficit in problem solving skills, where you must be able to show and apply problem-solving skills. As mentioned previously, these are areas which</p>	The action will provide the required professional development to strengthen instruction and understanding of performance, as well as integrated instructional supports; providing a richer, high-quality base of instruction for our students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>are "red categories" indicated on the Dashboard for WUSD (SWD, SED, Hispanic, and all students), WIS (SED, SWD, Hispanic, EL and all students), and at WHS (SED and Hispanic).</p> <p>Scope: LEA-wide</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
1.14	<p>Action: Professional Development</p> <p>Need: We have no formal EL curriculum to support language development, relying upon the innovation of our teachers to develop and implement their own model.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>We realize that a formal curriculum will provide essential tools and resources that student need (as evidenced in ELPI rate). Moreover, this curriculum will broaden the support for our EL students in the core content.</p>	<p>Metrics: 1.5, 1.6, 2.3, 2.4, 2.5</p>

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.

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

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				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,517,495.00	\$525,000.00	\$25,000.00	\$410,266.00	\$7,477,761.00		\$7,477,761.00

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
1	1.1	Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy.	All	No					\$0.00	\$7,600.00	\$7,600.00				\$7,600.00
1	1.2	First and Second Year Teachers in CA Induction Program	All	No					\$0.00	\$30,346.00				\$30,346.00	\$30,346.00
1	1.3	Coaching for First-Best Instructional Practices and Literacy	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate TK-6								
1	1.4	Fostering of Learning-Focused Grading Policies	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
1	1.5	Strengthen the District Formative Assessment Model	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
1	1.6	Develop Strategies to Improve Access to Technology and Project Based Learning (PBL)	All	No					\$0.00	\$185,000.00	\$185,000.00				\$185,000.00
1	1.7	Adopted Instructional Materials	All	No					\$0.00	\$255,000.00	\$255,000.00				\$255,000.00
1	1.8	Safety Committee Team	All	No					\$0.00	\$25,000.00			\$25,000.00		\$25,000.00
1	1.9	Nutrition	All	No					\$0.00	\$150,000.00	\$150,000.00				\$150,000.00

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
1	1.10	Professional Development for Student Information System	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
1	1.11	Student Services	All	No					\$0.00	\$153,200.00	\$61,280.00			\$91,920.00	\$153,200.00
1	1.12	GCOE TREE Services	All	No					\$0.00	\$3,100.00	\$3,100.00				\$3,100.00
1	1.13	Professional Development	English Foster Low Learners Youth Income			English Learners Foster Youth Low Income	All Schools		\$0.00	\$75,000.00	\$75,000.00				\$75,000.00
1	1.14	Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
1	1.15	Student Services for Technical Skill/CTE Development	All	No					\$0.00	\$125,000.00	\$125,000.00				\$125,000.00
1	1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction (Yes	LEA-wide										
1	1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income									
1	1.18	Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics													
2	2.1	ELD Students							\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
2	2.2	Strategic Support for At Risk Students - ELA and Math							\$0.00	\$14,200.00	\$14,200.00				\$14,200.00
2	2.3	Training for all Test Site Administrators							\$0.00	\$7,500.00	\$7,500.00				\$7,500.00
2	2.4	Strategic Support for At-Promise Students - ELA and Math							\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
2	2.5	Strategic Support for At-Promise Students - ELA and Math							\$0.00	\$2,403,445.00	\$2,403,445.00				\$2,403,445.00
2	2.6	Strategic Support for At-Promise Students - ELA and Math							\$0.00	\$150,000.00	\$150,000.00				\$150,000.00

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
2	2.7	Strategic Support for At Risk Students - ELA and Math							\$0.00	\$150,000.00	\$150,000.00				\$150,000.00
2	2.8	Willows High School Schedule													
2	2.9	Strategic Support for At Risk Students - ELA and Math							\$0.00	\$20,000.00	\$20,000.00				\$20,000.00
2	2.10	Strategic Support for At Risk Students - ELA and Math							\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
2	2.11	Strategic Support for At Risk Students - ELA and Math							\$0.00	\$95,000.00		\$95,000.00			\$95,000.00
2	2.12	Strategic Support for At Risk Students - ELA and Math							\$0.00	\$35,000.00	\$35,000.00				\$35,000.00
2	2.13	Strategic Support for At Risk Students - ELA and Math							\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
2	2.14	ELD Students							\$0.00	\$10,500.00	\$10,500.00				\$10,500.00
2	2.15	ELD Students							\$0.00	\$100,000.00	\$100,000.00				\$100,000.00
2	2.16	Foster/Homeless Youth Services							\$0.00	\$20,000.00	\$20,000.00				\$20,000.00
2	2.17	Implement College and Career Readiness Curriculum							\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
2	2.18	Implement College and Career Readiness Curriculum							\$0.00	\$30,000.00	\$30,000.00				\$30,000.00
2	2.19	Continued Strengthening of College and Career Readiness Curriculum							\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
2	2.20	Student Support Services							\$0.00	\$250,000.00	\$250,000.00				\$250,000.00
2	2.21	CTE Pathways													
2	2.22	Opportunity Program							\$0.00	\$240,000.00	\$240,000.00				\$240,000.00
2	2.23	Support for After-School Program							\$0.00	\$190,000.00		\$190,000.00			\$190,000.00
2	2.24	Support for After-School Program							\$0.00	\$75,000.00		\$75,000.00			\$75,000.00
2	2.25	Support of Technology Access							\$0.00	\$435,000.00	\$435,000.00				\$435,000.00
2	2.26	Strategic Support for At-Promise Students - ELA and Math							\$0.00	\$204,750.00	\$204,750.00				\$204,750.00
2	2.27	Strategic Support for At Promise Students - ELA and Math							\$0.00	\$67,700.00	\$67,700.00				\$67,700.00
2	2.28	Strategic Support for At Promise Students - ELA and Math							\$0.00	\$15,000.00	\$15,000.00				\$15,000.00

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
2	2.29	Strategic Support for Improved Student Literacy							\$0.00	\$85,000.00	\$85,000.00				\$85,000.00
2	2.30	ELD Students													
2	2.31	ELD Students							\$0.00	\$25,000.00	\$25,000.00				\$25,000.00
3	3.1	Personalized Graduation Plans for Grades 7-12							\$0.00	\$5,000.00	\$2,000.00			\$3,000.00	\$5,000.00
3	3.2	Pathways to Viable Careers													
3	3.3	Community Outreach							\$0.00	\$170,000.00	\$170,000.00				\$170,000.00
3	3.4	Community Outreach							\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
3	3.5	Community Outreach							\$0.00	\$45,000.00	\$45,000.00				\$45,000.00
3	3.6	Environmental Camp							\$0.00	\$13,000.00	\$13,000.00				\$13,000.00
3	3.7	River Jim							\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
3	3.8	Improving Student Attendance							\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
3	3.9	Social and Emotional Learning							\$0.00	\$35,000.00	\$35,000.00				\$35,000.00
3	3.10	Student Services							\$0.00	\$475,000.00	\$190,000.00			\$285,000.00	\$475,000.00
3	3.11	Health Aide Services							\$0.00	\$275,000.00	\$275,000.00				\$275,000.00
3	3.12	Outdoor Education, Science, Nutrition							\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
3	3.13	Student Support Services							\$0.00	\$32,000.00	\$32,000.00				\$32,000.00
3	3.14	Student Support Services							\$0.00	\$32,000.00	\$32,000.00				\$32,000.00
3	3.15	Student Support Services							\$0.00	\$37,000.00	\$37,000.00				\$37,000.00
3	3.16	Student Support Services and Enrichment							\$0.00	\$135,420.00	\$135,420.00				\$135,420.00
3	3.17	Student Support Services and Enrichment							\$0.00	\$200,000.00	\$200,000.00				\$200,000.00
3	3.18	Student Support Services and Community Outreach							\$0.00	\$20,000.00		\$20,000.00			\$20,000.00
3	3.19	Student Support Services and Community Outreach							\$0.00	\$145,000.00		\$145,000.00			\$145,000.00
3	3.20	Community Outreach							\$0.00	\$25,000.00	\$25,000.00				\$25,000.00
3	3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments													
3	3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices													
3	3.23	Improving Student Attendance													

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
3	3.24	Student Support Services-Additional Supervision													
4	4.1	Building Student Engagement													
4	4.2	Fostering Academic Success													
4	4.3	Providing Academic Support and Intervention													
4	4.4	CTE Course Access													
4	4.5	CTE Certifications													
4	4.6	Professional Development													
4	4.7	Student Engagement													
4	4.8	Financial Literacy													

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
			0.000%		\$10,000.00	0.000%	0.000 %	Total:	\$10,000.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$10,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Coaching for First-Best Instructional Practices and Literacy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate TK-6		
1	1.13	Professional Development			English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.14	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	
1	1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction (Yes	LEA-wide				
1	1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	Yes	LEA-wide	English Learners Foster Youth Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,986,161.00	\$0.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Vertically Aligned and Articulated Curriculum	No	\$7,600.00	
1	1.2	First and Second Year Teachers in CA Induction Program	No	\$30,346.00	
1	1.3	Staffing for Data Driven Instructional Cycle	Yes	\$160,000.00	
1	1.4	Implement Grading Practices Focused on Learning	Yes	\$15,000.00	
1	1.5	Implement District Formative Assessment Model	Yes	\$15,000.00	
1	1.6	Access to Technology and Project Based Learning	Yes	\$185,000.00	
1	1.7	Adopted Instructional Materials	No	\$255,000.00	
1	1.8	Safety Committee Team	No	\$25,000.00	
1	1.9	Nutrition	No	\$150,000.00	
1	1.10	Professional Development for Student Information System	No	\$15,000.00	

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	1.11	Student Services	Yes	\$153,200.00	
1	1.12	Sound Instructional Practices-Coaches	Yes	\$40,400.00	
1	1.13	GCOE TREE Services	Yes	\$3,100.00	
1	1.14	Professional Development	Yes	\$75,000.00	
1	1.15	Professional Development	Yes	\$10,000.00	
1	1.16	Student Services for Technical Skill/CTE Development	Yes	\$125,000.00	
2	2.1	ELD Students	Yes	\$15,000.00	
2	2.2	Strategic Support for At Risk Students - ELA and Math	Yes	\$14,200.00	
2	2.3	Training for all Test Site Administrators	Yes	\$7,500.00	
2	2.4	Strategic Support for At Risk Students - ELA and Math	Yes	\$50,000.00	
2	2.5	Strategic Support for At Risk Students - ELA and Math	Yes	\$2,403,445.00	
2	2.6	Strategic Support for At Risk Students - ELA and Math	Yes	\$150,000.00	
2	2.7	Strategic Support for At Risk Students - ELA and Math	No		
2	2.8	Strategic Support for At Risk Students - ELA and Math	Yes	\$150,000.00	

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)
2	2.9	Strategic Support for At Risk Students - ELA and Math	Yes	\$75,000.00	
2	2.10	Strategic Support for At Risk Students - ELA and Math	Yes	\$20,000.00	
2	2.11	Strategic Support for At Risk Students - ELA and Math	Yes	\$15,000.00	
2	2.12	Strategic Support for At Risk Students - ELA and Math	No	\$95,000.00	
2	2.13	Strategic Support for At Risk Students - ELA and Math	Yes	\$35,000.00	
2	2.14	Strategic Support for At Risk Students - ELA and Math	Yes	\$100,000.00	
2	2.15	Strategic Support for At Risk Students - ELA and Math	Yes	\$15,000.00	
2	2.16	Strategic Support for At Risk Students - ELA and Math	Yes	\$285,000.00	
2	2.17	Strategic Support for At Risk Students - ELA and Math	Yes	\$380,000.00	
2	2.18	ELD Students	Yes	\$10,500.00	
2	2.19	ELD Students	Yes	\$100,000.00	
2	2.20	Foster/Homeless Youth Services	Yes	\$20,000.00	
2	2.21	Implement College and Career Readiness Curriculum	Yes	\$15,000.00	

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)
2	2.22	Implement College and Career Readiness Curriculum	Yes	\$30,000.00	
2	2.23	Implement College and Career Readiness Curriculum	Yes	\$10,000.00	
2	2.24	Student Support Services	Yes	\$250,000.00	
2	2.25	Testing Materials and Supplies	No	\$10,000.00	
2	2.26	CTE Pathways	No		
2	2.27	Opportunity Program	No	\$240,000.00	
2	2.28	Support for After-School Program	No	\$190,000.00	
2	2.29	Student Support Services	Yes	\$178,000.00	
2	2.30	Support for After-School Program	Yes	\$75,000.00	
2	2.31	Support of Technology Access	Yes	\$435,000.00	
2	2.32	Strategic Support for At Risk Students - ELA and Math	Yes	\$204,750.00	
2	2.33	Strategic Support for At Risk Students - ELA and Math	Yes	\$67,700.00	
2	2.34	Strategic Support for At Risk Students - ELA and Math	Yes	\$15,000.00	
2	2.35	Strategic Support for Improved Student Literacy	Yes	\$85,000.00	

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)
2	2.36	ELD Students	Yes	\$25,000.00	
3	3.1	Personalized Graduation Plans for Grades 7-12	Yes	\$5,000.00	
3	3.2	Pathways to Viable Careers	No	\$75,000.00	
3	3.3	Personalized Graduation Plans for Grades 7-12	No	\$10,000.00	
3	3.4	Community Outreach	Yes	\$190,000.00	
3	3.5	Community Outreach	Yes	\$170,000.00	
3	3.6	Community Outreach	No	\$15,000.00	
3	3.7	Community Outreach	Yes	\$45,000.00	
3	3.8	Environmental Camp	Yes	\$13,000.00	
3	3.9	River Jim	Yes	\$5,000.00	
3	3.10	Attendance	Yes	\$5,000.00	
3	3.11	Social and Emotional Learning	Yes	\$35,000.00	
3	3.12	Student Services	No	\$475,000.00	

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)
3	3.13	Health Aide Services	No	\$275,000.00	
3	3.14	Student Support Services	Yes	\$5,000.00	
3	3.15	Outdoor Education, Science, Nutrition	Yes	\$1,000.00	
3	3.16	Student Support Services	Yes	\$32,000.00	
3	3.17	Student Support Services	Yes	\$32,000.00	
3	3.18	Student Support Services	Yes	\$37,000.00	
3	3.19	Student Support Services and Enrichment	Yes	\$135,420.00	
3	3.20	Student Support Services and Enrichment	Yes	\$200,000.00	
3	3.21	Student Support Services and Community Outreach	Yes	\$20,000.00	
3	3.22	Student Support Services and Community Outreach	Yes	\$145,000.00	
3	3.23	Community Outreach	Yes	\$25,000.00	

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)
	\$5,059,193.00	\$0.00	\$0.00	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)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.3	Staffing for Data Driven Instructional Cycle	Yes	\$160,000.00			
1	1.4	Implement Grading Practices Focused on Learning	Yes	\$15,000.00			
1	1.5	Implement District Formative Assessment Model	Yes	\$15,000.00			
1	1.6	Access to Technology and Project Based Learning	Yes	\$135,000.00			
1	1.11	Student Services	Yes	\$121,200.00			
1	1.12	Sound Instructional Practices-Coaches	Yes	\$40,400.00			
1	1.13	GCOE TREE Services	Yes	\$3,100.00			
1	1.14	Professional Development	Yes	\$50,000.00			
1	1.15	Professional Development	Yes	\$10,000.00			
1	1.16	Student Services for Technical Skill/CTE Development	Yes	\$100,000.00			
2	2.1	ELD Students	Yes	\$10,000.00			
2	2.2	Strategic Support for At Risk Students - ELA and Math	Yes				

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	2.3	Training for all Test Site Administrators	Yes	\$7,500.00			
2	2.4	Strategic Support for At Risk Students - ELA and Math	Yes	\$50,000.00			
2	2.5	Strategic Support for At Risk Students - ELA and Math	Yes	\$2,403,445.00			
2	2.6	Strategic Support for At Risk Students - ELA and Math	Yes				
2	2.8	Strategic Support for At Risk Students - ELA and Math	Yes	\$50,000.00			
2	2.9	Strategic Support for At Risk Students - ELA and Math	Yes	\$75,000.00			
2	2.10	Strategic Support for At Risk Students - ELA and Math	Yes	\$20,000.00			
2	2.11	Strategic Support for At Risk Students - ELA and Math	Yes				
2	2.13	Strategic Support for At Risk Students - ELA and Math	Yes	\$10,000.00			
2	2.14	Strategic Support for At Risk Students - ELA and Math	Yes				
2	2.15	Strategic Support for At Risk Students - ELA and Math	Yes				
2	2.16	Strategic Support for At Risk Students - ELA and Math	Yes				
2	2.17	Strategic Support for At Risk Students - ELA and Math	Yes				
2	2.18	ELD Students	Yes	\$7,500.00			
2	2.19	ELD Students	Yes	\$10,000.00			
2	2.20	Foster/Homeless Youth Services	Yes	\$15,000.00			
2	2.21	Implement College and Career Readiness Curriculum	Yes	\$10,000.00			
2	2.22	Implement College and Career Readiness Curriculum	Yes				
2	2.23	Implement College and Career Readiness Curriculum	Yes	\$5,000.00			

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	2.24	Student Support Services	Yes	\$150,000.00			
2	2.29	Student Support Services	Yes	\$178.00			
2	2.30	Support for After-School Program	Yes	\$75,000.00			
2	2.31	Support of Technology Access	Yes	\$435,000.00			
2	2.32	Strategic Support for At Risk Students - ELA and Math	Yes	\$204,750.00			
2	2.33	Strategic Support for At Risk Students - ELA and Math	Yes	\$67,700.00			
2	2.34	Strategic Support for At Risk Students - ELA and Math	Yes	\$15,000.00			
2	2.35	Strategic Support for Improved Student Literacy	Yes	\$85,000.00			
2	2.36	ELD Students	Yes	\$25,000.00			
3	3.1	Personalized Graduation Plans for Grades 7-12	Yes	\$5,000.00			
3	3.4	Community Outreach	Yes	\$75,000.00			
3	3.5	Community Outreach	Yes				
3	3.7	Community Outreach	Yes	\$20,000.00			
3	3.8	Environmental Camp	Yes	\$13,000.00			
3	3.9	River Jim	Yes	\$5,000.00			
3	3.10	Attendance	Yes	\$5,000.00			
3	3.11	Social and Emotional Learning	Yes	\$20,000.00			
3	3.14	Student Support Services	Yes	\$5,000.00			
3	3.15	Outdoor Education, Science, Nutrition	Yes	\$1,000.00			

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)
3	3.16	Student Support Services	Yes	\$32,000.00			
3	3.17	Student Support Services	Yes	\$32,000.00			
3	3.18	Student Support Services	Yes	\$37,000.00			
3	3.19	Student Support Services and Enrichment	Yes	\$135,420.00			
3	3.20	Student Support Services and Enrichment	Yes	\$200,000.00			
3	3.21	Student Support Services and Community Outreach	Yes	\$20,000.00			
3	3.22	Student Support Services and Community Outreach	Yes	\$58,000.00			
3	3.23	Community Outreach	Yes	\$15,000.00			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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).