

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Elementary School

CDS Code: 10 62547 6007421

School Year: 2024-25

LEA contact information:

Baldomero Hernandez

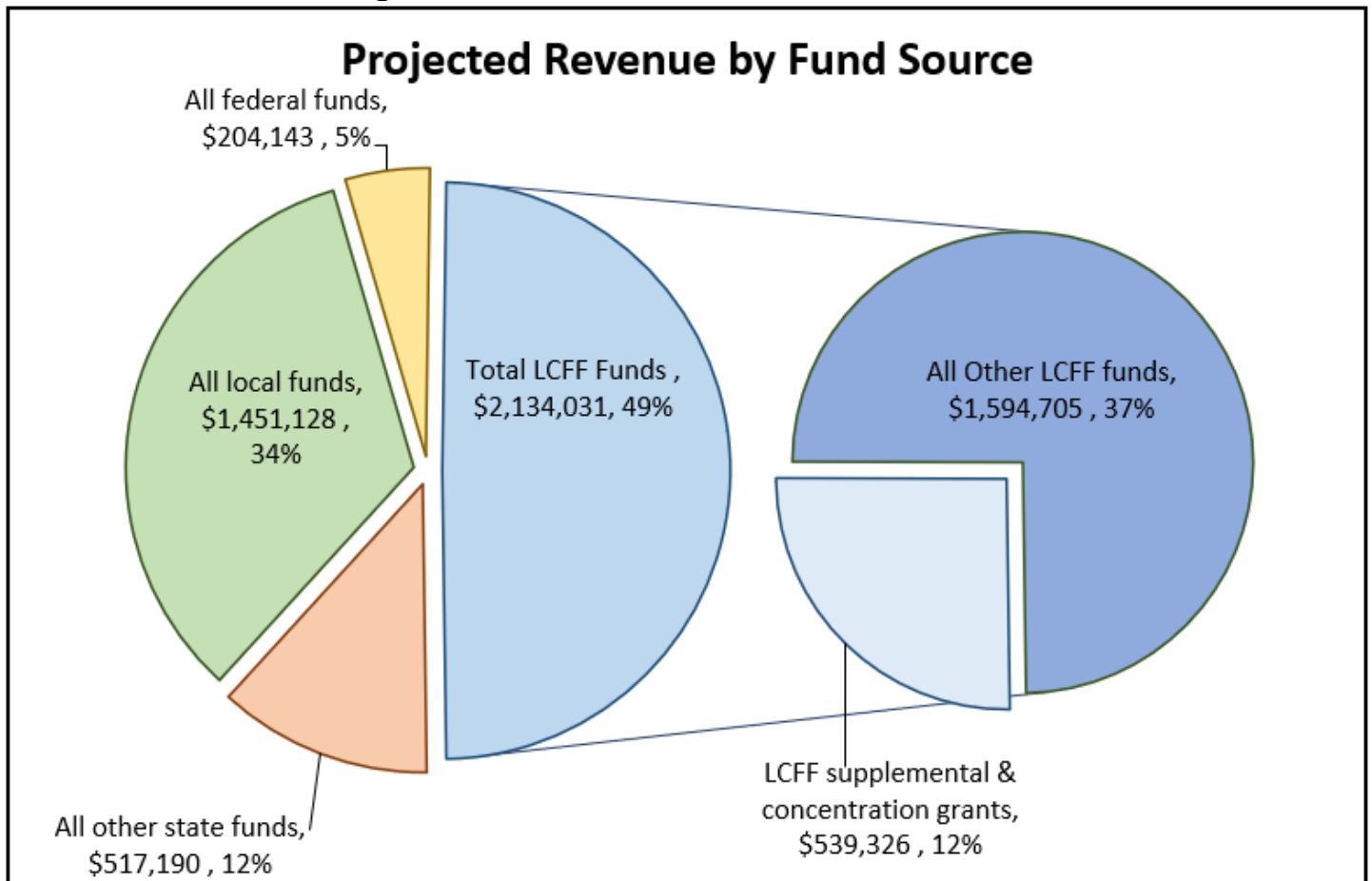
Superintendent

bhernandez@westside-elem.com

(559) 884-2492 ext. 2493

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

Budget Overview for the 2024-25 School Year

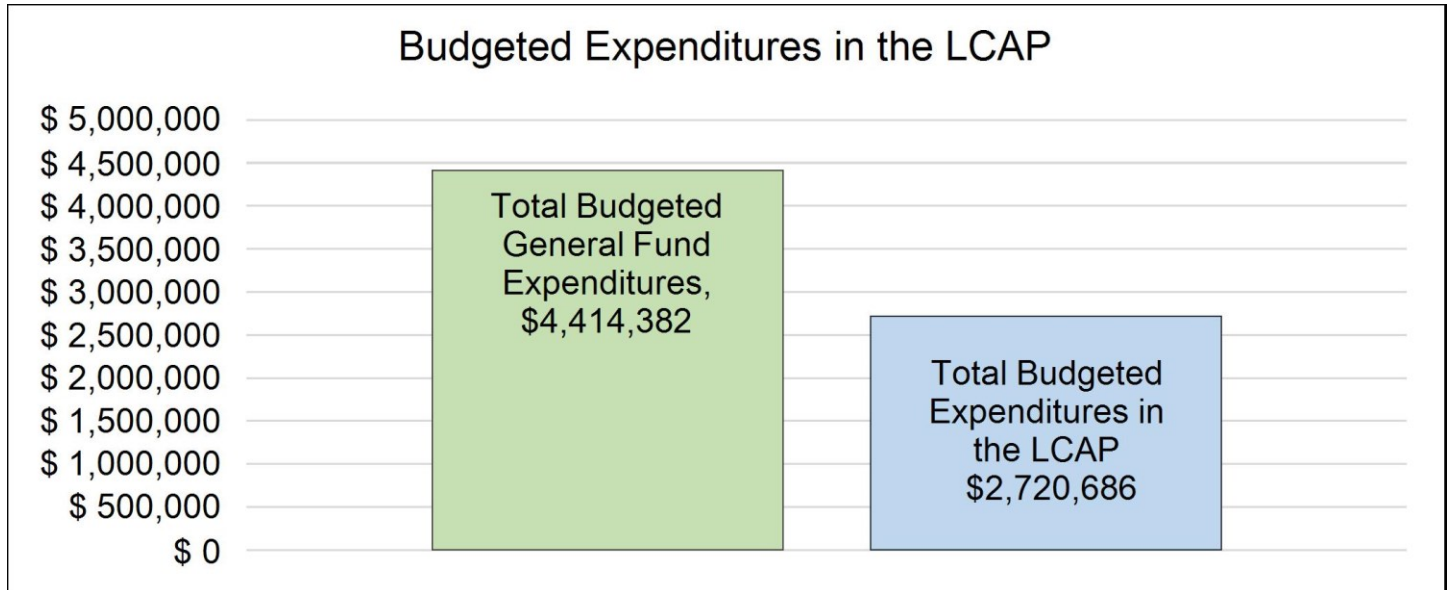


This chart shows the total general purpose revenue Westside Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westside Elementary School is \$4,306,492, of which \$2,134,031 is Local Control Funding Formula (LCFF), \$517,190 is other state funds, \$1,451,128 is local funds, and \$204,143 is federal funds. Of the \$2,134,031 in LCFF Funds, \$539,326 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Westside Elementary School plans to spend \$4,414,382 for the 2024-25 school year. Of that amount, \$2,720,686 is tied to actions/services in the LCAP and \$1,693,696 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

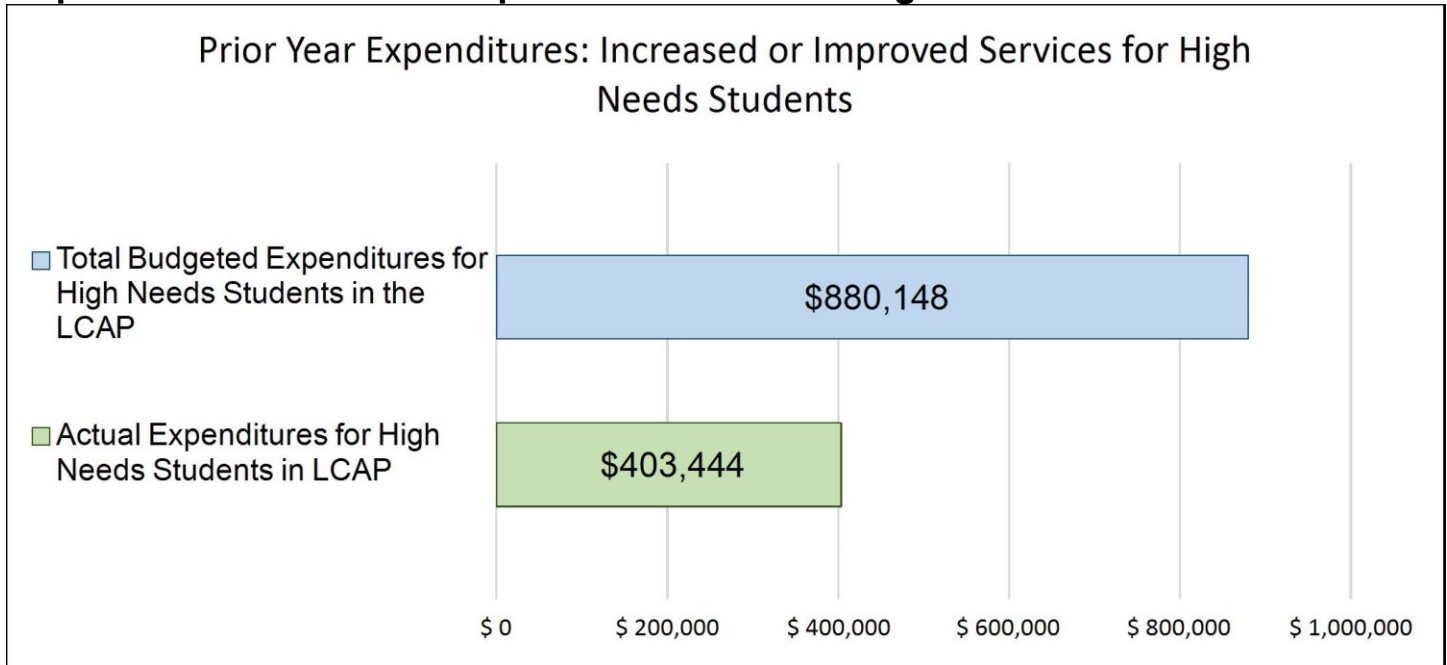
Westside does not include state or federal funds in the LCAP. Due to COVID-19 one-time funding, those one time funds were spent instead of Supplemental and Concentration dollars to meet the needs and increased or improve services for high needs students

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

In 2024-25, Westside Elementary School is projecting it will receive \$539,326 based on the enrollment of foster youth, English learner, and low-income students. Westside Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Westside Elementary School plans to spend \$900,205 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Westside Elementary School's LCAP budgeted \$880,148 for planned actions to increase or improve services for high needs students. Westside Elementary School actually spent \$403,444 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$476,704 had the following impact on Westside Elementary School's ability to increase or improve services for high needs students:

Westside does not include state or federal funds in the LCAP. Due to COVID-19 one-time funding, those one time funds and state and federal funds were spent to meet the high needs of students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westside Elementary School	Baldomero Hernandez Superintendent	bhernandez@westside-elem.com (559) 884-2492 ext. 2493

Goals and Actions

Goal

Goal #	Description
1	Fulfill Basic Program Requirements. Westside Elementary School will provide highly qualified teachers, support staff, administration, transportation services, and well-maintained facilities. All students will have access to instructional materials which are State Adopted and Common Core aligned.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	100% Assigned and Credentialed 0% Vacancies Data Year: 2020-21 Data Source: California School Dashboard Fall 2021	100% Assigned and Credentialed 0% Vacancies Data Year: 2021-2022 Data Source: HR Records *Data source was amended due to the unavailability of the 2021 Dashboard	0% misassigned and Credentialed 0% Vacancies Data Year: 2022-2023 Data Source: HR Records *Alternate HR Records	0% misassigned and Credentialed 0% Vacancies Data Year: 2023-2024 Data Source: HR Records *Alternate HR Records	0% misassigned and Credentialed 0% Vacancies Data Year: 2023-24 Data Source: HR Records
Facilities maintained in good repair	98.6 with a rating of "Good". Data Year: 2020-21 Data Source: California School Dashboard Fall 2021 *Updated baseline will be the Facilities Inspection Tool (FIT)	99.1 with a rating of "Exemplary". Data Year: 2021-2022 Data Source: FIT.	99.0 with a rating of "Exemplary". Data Year: 2022-2023 Data Source: District FIT Report	100 % with a rating of "Exemplary". Data Year: 2023-2024 Data Source: District FIT Report	100% with a rating of "Exemplary". Data Year: 2023-24 Data Source: District FIT Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards aligned instructional materials	100% of students had sufficient instructional materials Data Year: 2020-21 Data Source: Williams Act Inspection. *Updated baseline will be the Local Indicator Report	100% of students had sufficient instructional materials Data Year: 2021-2022 Data Source: Local Indicator Report	100% of students had sufficient instructional materials Data Year: 2022-2023 Data Source: Local Indicator Report	100% of students had sufficient instructional materials Data Year: 2023-2024 Data Source: Local Indicator Report	100% of students had sufficient instructional materials Data Year: 2023-24 Data Source: Local Indicator Report

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal, "Fulfill Basic Program Requirements. Westside Elementary School will provide highly qualified teachers, support staff, administration, transportation services, and well-maintained facilities. All students will have access to instructional materials which are State Adopted and Common Core aligned."

Action 1.1 Salaries and Benefits

Implementation Status: 5 Full Implementation. The LEA provided salaries for the certificated, classified, administrative, and office staff during the duration of the three-year LCAP plan. The salaries increase above the estimated amount due to raise given to the staff. Classified staff that has always been included in this action was funded.

Action 1.2 Maintain transportation services and school facilities

Implementation Status: 5 Full Implementation. The LEA provided funding for the maintenance and upgrading of the school bus fleet and ensured that all school buildings were in compliance condition throughout the three-year LCAP plan.

No substantive difference in planned action compared to actual implementation.

Action 1.3 Continue state-adopted curriculum and materials for all students

Implementation Status: 5 Full Implementation. The LEA provided updated curriculum and instructional materials throughout the three-year LCAP plan that were among the latest state and local board adopted.

No substantive difference in planned action compared to actual implementation.

Action 1.4 Staff stipends

Implementation Status: 5 Full Implementation. The LEA across the three-year plan provided the staff with stipends to increase the likelihood of staff retention due to the rural location of the school, however this was not implemented this year as it was in previous years of this LCAP.

Action 1.5 SPED

Implementation Status: 5 Full Implementation. The LEA will continue to serve its students with disabilities as outlined in their IEPs. The district will ensure that the best support for each of the student's academic and social-emotional needs will be aligned with the district offerings. The LEA will continue to address support needed for students with disabilities. Though this action was not utilized to fund these programs, they were implemented as planned through other actions and funding sources.

Overall Successes: The LEA during the course of the three-year LCAP plan was able to hire and retain staff as necessary. Experienced staff, familiar with the students and community, made a positive impact on student success, both academically and social/emotionally having those members in place throughout the course of the three-year LCAP plan has proven to have been valuable for our students. The state-adopted and board-approved curriculum over the three-year LCAP Plan was maintained and added to as needed, in addition to the supplemental curriculum as well. The LEA was able to properly maintain and provide drivers for its buses to transport students to school during the three-year LCAP plan.

Overall Challenges: The continued declining enrollment remains a constant issue with keeping experienced staff in all facets of the educational process the rural location also hinders the district from hiring and retaining highly qualified staff. The LEA across the three-year LCAP plan continued to face uncertain

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

Action 1.1 Salaries and Benefits.

The LEA's estimated actual expenditures were higher than the planned expenditures due to higher than expected staff costs.

Action 1.2 Maintain transportation services and school facilities

The LEA's estimated actual expenditures were lower than the planned expenditures due to the LEA not having to repair vehicles and repair facilities.

Action 1.3 Continue state-adopted curriculum and materials for all students

The LEA's estimated actual expenditures were lower than the planned expenditures due to the LEA not having to replace curriculum and materials for all students to the extent expected.

Action 1.4 Staff stipends.

Though this action has been implemented in previous years of the LCAP, staff stipends were not provided this school year.

Action 1.5 SPED.

The LEA did not fund Special Education through this action as all required services were provided though funding within other actions and funding sources.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal, "Fulfill Basic Program Requirements. Westside Elementary School will provide highly qualified teachers, support staff, administration, transportation services, and well-maintained facilities. All students will have access to instructional materials which are State Adopted and Common Core aligned."

Action 1.1 Salaries and Benefits

Metrics: Appropriately assigned and fully credentialed teachers

Effectiveness of Action: 3 Effective

Data Statement: 100% of teachers were appropriately assigned and fully credentialed.

Analysis Statement: The LEA's retainment of fully credentialed and appropriately assigned teachers ensured that 100% of teachers met the requirement.

Action 1.2 Maintain transportation services and school facilities

Metrics: Facilities maintained in good repair

Effectiveness of Action: 3 Effective

Data Statement: The Local Data Indicator states that facilities are rated 99.0 for the 2023-24 school year.

Analysis Statement: The LEA's maintenance and upgrading of transportation services and school facilities ensured that they were in good repair during the 2023-24 school year, and continued to be in good repair throughout the LEA's three-year LCAP plan.

Action 1.3 Continue state-adopted curriculum and materials for all students

Metrics: Access to Standards-aligned instructional materials

Effectiveness of Action: 3 Effective

Data Statement: 100% of students had sufficient instructional materials

Analysis Statement: The LEA's continued purchasing of state-adopted materials ensured that all students had access throughout the three-year LCAP plan.

Action 1.4 Staff stipends

Metrics: Smarter Balanced ELA; Smarter Balanced Math

Effectiveness of Action: 3 Effective

Data Statement: Though the percent of ELs who met or exceeded standard in Math measured just below our target of 10%, it is noteworthy that the combined percent of ELs who met or exceeded standard or nearly met standard increased from a combined 16.94% to 30.23%.

Likewise, though the percentage of ELs who met or exceeded standard in ELA did not improve over the three-year LCAP cycle, the combined percent of ELs who met or exceeded standard or nearly met standard drastically improved from 18.64% to 32.56%.

Analysis Statement: The instruction provided by experienced teachers supported the LEA's EL's ability to grow in their ELA and Math abilities. The support given by the support staff was also extremely important in ensuring the students have a clean sanitary environment as well as support from the classroom tutors with daily instruction.

Action 1.5 SPED

Metrics: Access to Standard Aligned Materials

Effectiveness of Action: 3 Effective

Data Statement: 100% of students had sufficient instructional materials

Analysis Statement: This action was effective in providing 100% of students with IEPs received the services outlined in their Individual Plan as well as access to core grade-level standards-aligned materials.

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

1.1: The description of this action has been changed to include classified staff not included in "office support". These staff members have always been funded through this action and now the description will better articulate this.

1.5: The name of this action has been changed to better reflect the intent.

The names of metrics and data sources used for several metrics throughout the plan have been updated. Targets have been updated to be relevant to the baseline data of the new plan. Some action names have been updated to better describe the action.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC.</p> <p>All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies.</p> <p>Technology will be used to enhance instruction and student engagement.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA	TBD Data Year: 2020-21 Data Source: California Dashboard	<p>All: Met/Exceeded 10.44%, Nearly Met 25.22%, Not Met 64.35%</p> <p>LI: Met/Exceeded 9.18%, Nearly Met 24.49%, Not Met 66.33%</p> <p>FY: N/A</p> <p>EL: Met/Exceeded 5.08%, Nearly Met 13.56%, Not Met 81.36%</p> <p>Data Year: 2020-2021 Data Source: CAASPP/DataQuest</p>	<p>All: Met/Exceeded 30.09%, Nearly Met 32.04%, Not Met 37.86%</p> <p>LI: Met/Exceeded 30.69%, Nearly Met 31.68%, Not Met 37.62%</p> <p>FY: N/A</p> <p>EL: Met/Exceeded 9.80%, Nearly Met 35.29%, Not Met 54.90%</p> <p>Data Year: 2021-2022 Data Source: CAASPP/DataQuest</p>	<p>All: Met/Exceeded 26.66%, Nearly Met 32.22%, Not Met 41.11%</p> <p>LI: Met/Exceeded 26.66%, Nearly Met 32.22%, Not Met 41.11%</p> <p>FY: N/A</p> <p>EL: Met/Exceeded 4.65%, Nearly Met 27.91%, Not Met 67.44%</p> <p>Data Year: 2022-2023 Data Source: CAASPP/DataQuest</p>	<p>All: Met/Exceeded 12%, Nearly Met 27%, Not Met 60%</p> <p>LI: Met/Exceeded 11%, Nearly Met 26%, Not Met 63%</p> <p>FY: N/A</p> <p>EL: Met/Exceeded 7%, Nearly Met 15%, Not Met 78%</p> <p>Data Year: 2022-23 Data Source: California Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>*Desired Outcomes Updated to include student groups</p> <p>*The data source was changed to CAASPP/DataQuest due to unavailability of the Dashboard</p>			
Local Benchmark: ELA	<p>Advanced: 1% Proficient: 15% Basic: 46% Below Basic: 38% (Data is not divided into subgroups) Data Year: 2020-2021 Data Source: HMH Assessments</p>	<p>All Students: Advanced: 5% Proficient: 14% Basic: 47% Below Basic: 35%</p> <p>LI Students: Advanced: 5% Proficient: 14% Basic: 47% Below Basic: 35%</p> <p>Foster Students: N/A</p> <p>English Learner: N/A</p> <p>Data Year: 2021-2022 Data Source: HMH Assessments</p> <p>*Desired Outcomes Updated to include student groups</p>	<p>All Students: Advanced: 4% Proficient: 22% Basic: 36% Below Basic: 38%</p> <p>LI Students: Advanced: 4% Proficient: 22% Basic: 36% Below Basic: 38%</p> <p>Foster Students: N/A</p> <p>English Learner: N/A</p> <p>Data Year: 2022-2023 Data Source: HMH Assessments</p>	<p>N/A The LEA is in the process/ planning phase to bring in an assessment/ benchmark that meets the needs of the district.</p>	<p>All: Advanced: 5% Proficient: 40% Basic: 35% Below Basic: 20%</p> <p>LI: Advanced: 5% Proficient: 40% Basic: 35% Below Basic: 20%</p> <p>FY: N/A</p> <p>EL: N/A</p> <p>Data Year: 2022-23 Data Source: HMH Assessments</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	TBD Data Year: 2020-21 Data Source: California Dashboard	All: Met/Exceeded 4.39%, Nearly Met 21.05%, Not Met 74.56% LI: Met/Exceeded 3.06%, Nearly Met 21.43%, Not Met 75.51% FY: N/A EL: Met/Exceeded 1.69%, Nearly Met 15.25%, Not Met 83.05% Data Year: 2020-2021 Data Source: CAASPP/DataQuest *Desired Outcomes Updated to include student groups *The data source was changed to CAASPP/DataQuest due to unavailability of the Dashboard	All: Met/Exceeded 9.71%, Nearly Met 32.04%, Not Met 58.25% LI: Met/Exceeded 9.90%, Nearly Met 31.68%, Not Met 58.42% FY: N/A EL: Met/Exceeded 7.84%, Nearly Met 19.61%, Not Met 72.55% Data Year: 2021-2022 Data Source: CAASPP/DataQuest	All: Met/Exceeded 16.66% Nearly Met 32.22% Not Met 51.11% LI: Met/Exceeded 16.66% Nearly Met 32.22% Not Met 51.11% FY: N/A EL: Met/Exceeded 9.30% Nearly Met 20.93% Not Met 69.77% Data Year: 2022-2023 Data Source: CAASPP/DataQuest	All: Met/Exceeded 12.0% Nearly Met 38% Not Met 50% LI: Met/Exceeded 12.0% Nearly Met 35.0% Not Met 53.0% FY: N/A EL: Met/Exceeded 10.0% Nearly Met 25.0% Not Met 65.0% Data Year: 2022-23 Data Source: California Dashboard
Local Benchmark: Math	Advanced: 2% Proficient: 12% Basic: 30% Below Basic: 57% Data Year: 2020-2021	All Students: Advanced: 3% Proficient: 9% Basic: 25% Below Basic: 63% LI Students:	All Students: Advanced: 5% Proficient: 11% Basic: 28% Below Basic: 57% LI Students:	N/A the LEA is in the process/ planning phrase to bring in an assessment/ benchmark that meets the needs of the district.	Advanced: 5% Proficient: 40% Basic: 35% Below Basic: 20% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: HMH Assessments	Advanced: 3% Proficient: 9% Basic: 25% Below Basic: 63% Data Year: 2021-2022 Data Source: HMH Assessments *Desired Outcomes Updated to include student groups	Advanced: 5% Proficient: 11% Basic: 28% Below Basic: 57% Data Year: 2022-2023 Data Source: HMH Assessments		Data Source: HMH Assessments
State standards implemented including EL access to state standards, and ELD standards	100% Data Year: 2020-21 Data Source: Local Indicator	100% Data Year: 2021-2022 Data Source: Local Indicator	100% Data Year: 2022-2023 Data Source: Local Indicator	100% Data Year: 2023-2024 Data Source: Local Indicator	100% Data Year: 2023-24 Data Source: Local Indicator
Teachers' technology lesson plans.	100% Teachers integrate technology in at least three lessons weekly Data Year: 2020-21 Data Source: Local Indicator *Baseline data source was amended to Local Data: review of teacher lesson plans	100% of Teachers integrate technology in at least three lessons weekly Data Year: 2021-22 Data Source: Local Data: review of teacher lesson plans	100% of Teachers integrate technology in at least three lessons weekly Data Year: 2022-2023 Data Source: Local Data: a review of teacher lesson plans	100% of Teachers integrate technology in at least three lessons weekly Data Year: 2023-2024 Data Source: Local Data	100% Teachers incorporate technology in multiple lessons weekly and daily. Data Year: 2023-24 Data Source: Local Data: review of teacher lesson plans

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes	<p>100% one-to-one electronic device connectivity Data Year: 2020-21 Data Source: Local indicator</p> <p>*Baseline data source was amended to Local Data: number of devices per pupil</p>	<p>All 100% one-to-one electronic device connectivity LI 100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity</p> <p>Data Year: 2021-22 Data Source: Local Data: number of devices per pupil</p> <p>*Desired Outcomes Updated to include student groups</p>	<p>All 100% one-to-one electronic device connectivity LI 100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity</p> <p>Data Year: 2022-2023 Data Source: Local Data: number of devices per pupil</p>	<p>All 100% one-to-one electronic device connectivity LI 100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity</p> <p>Data Year: 2023-2024 Data Source: Local Data: number of devices per pupil</p>	<p>All 100% one to one electronic device connectivity LI 100% one to one electronic device connectivity EL 100% one to one electronic device connectivity</p> <p>Data Year: 2023-24 Data Source: Local Data: number of devices per pupil</p>

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal, "Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC.

All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies.

Technology will be used to enhance instruction and student engagement."

Action 2.1 Paraprofessionals in the Classroom

Implementation Status: 5 Full Implementation. The LEA was able to continue to provide support staff for all students throughout the three-year plan. The LEA was able to provide additional FTE to the custodial staff to ensure the facilities were properly cleaned throughout the three-year plan. The LEA ensured that support staff were present before and after school throughout the three-year plan.

No substantive difference in planned action compared to actual implementation.

Action 2.2 Professional Development for Teachers

Implementation Status: 5 Full Implementation. The LEA provided professional development for the teachers throughout the three-year plan to help strengthen their capacities in all subject matter.

No substantive difference in planned action compared to actual implementation.

Action 2.3 Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics

Implementation Status: 5 Full Implementation. The LEA provided enrichment opportunities for all students through guest speakers which provided motivational support, as well as opportunities to experience above and beyond that of a regular school year throughout the three-year plan.

No substantive difference in planned action compared to actual implementation.

Action 2.4 Provide Engagement activities for unduplicated students

Implementation Status: 5 Full Implementation. The LEA provided onsite and off-site learning excursions to benefit academic opportunities for the students throughout the three-year plan.

No substantive difference in planned action compared to actual implementation.

Action 2.5 Improved/Continued Technology Access for the unduplicated students

Implementation Status: 5 Full Implementation. The LEA updated student technology by replacing aged devices with new ones to increase student engagement during instruction, including upgrading the computer lab.

The LEA throughout the three-year plan emphasized the importance of improved technology for all students. No substantive difference in planned action compared to actual implementation.

Action 2.6 Provide extended learning opportunities

Implementation Status: 5 Full Implementation. The LEA provided after-school tutoring services for designated students throughout the three-year plan, so that their individual academic needs were addressed, supplemental to in-class instruction.

No substantive difference in planned action compared to actual implementation.

Overall Successes: The LEA's ability to retain paraprofessional positions in the classroom has been important to student success. Professional Development continues to support the academic services for students. Technology was updated, with new devices replacing aged ones. Tutoring took place for individual students, who benefitted from the supplemental, tailored support.

Overall Challenges: Challenges included encouraging students to remain after school to regularly participate in available tutoring support. Throughout the three-year plan, teachers were not always available to fully staff the tutoring program.

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

Action 2.1 Paraprofessionals in the Classroom

The LEA's estimated actual expenditures were lower than the planned expenditures due to funding from other funding sources being utilized.

Action 2.2 Professional Development for Teachers

No substantial differences between the planned expenditures and estimated actuals.

Action 2.3 Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics

The LEA's estimated actual expenditures were lower than the planned expenditures due to a lesser need for support and enrichment this school year.

Action 2.4 Provide Engagement activities for unduplicated students

The LEA's estimated actual expenditures were lower than the planned expenditures due to funds being used from another source.

Action 2.5 Improved/Continued Technology Access for the unduplicated students

The LEA's estimated actual expenditures were lower than the planned expenditures due to a lesser need for technology purchases this school year.

Action 2.6 Provide extended learning opportunities

The LEA's estimated actual expenditures were lower than the planned expenditures due to funds being used from another source.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress toward meeting the goal throughout the three-year LCAP plan, "Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC. Throughout the three-year LCAP plan, all students received daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies. Technology throughout the three-year LCAP was used to enhance instruction and student engagement."

Action 2.1 Paraprofessionals in the Classroom; Action 2.2 Professional Development for Teachers; Action 2.3 Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics; Action 2.4 Provide Engagement activities for unduplicated students; Though the percent of ELs who met or exceeded standard in Math measured just below our target of 10%, it is noteworthy that the combined percent of ELs who met or exceeded standard or nearly met standard increased from a combined 16.94% to 30.23%. Likewise, though the percentage of ELs who met or exceeded standard in ELA did not improve over the three-year LCAP cycle, the combined percent of ELs who met or exceeded standard or nearly met standard drastically improved from 18.64% to 32.56%.; Action 2.6 Provide extended learning opportunities

Metrics: Smarter Balanced ELA; Smarter Balanced Math: No Local Benchmark was used and therefor no benchmark data is available.

Effectiveness of Action: 3 –Effective

Data Statement: Though the percent of ELs who met or exceeded standard in Math measured just below our target of 10%, it is noteworthy that the combined percent of ELs who met or exceeded standard or nearly met standard increased from a combined 16.94% to 30.23%.

Likewise, though the percentage of ELs who met or exceeded standard in ELA did not improve over the three-year LCAP cycle, the combined percent of ELs who met or exceeded standard or nearly met standard drastically improved from 18.64% to 32.56%.

Analysis Statement: Paraprofessionals worked with students individually and in small groups to meet designated students' areas of need.

This supplemental support enabled students to increase their Math and ELA academic knowledge and improve their state

assessment results this has been evident throughout the three-year LCAP plan. The professional development for teachers throughout the three-year LCAP plan intended to support their ability to meet the academic needs specific to Westside's English Learner population was recognized during the three-year LCAP plan. This allowed teachers to meet the needs of their students, as a class, in small groups, and individually, to support their academic growth. The LEA provided supplemental learning materials, guest speakers, and educational excursions to promote their English Learners' academic progress. The guest speakers' backgrounds reflected those of Westside's students and gave examples of academic success. Excursions made similar connections to students' backgrounds and interests, tied with academics, that encouraged growth in ELA and Math. The LEA provided both in-class engagement activities as well as off-site opportunities for our students to have a learning experience throughout the three-year LCAP plan. During the implementation of the three-year LCAP plan students being equipped with electronic devices has given students the opportunities to extend their learning beyond the school day. The three-year LCAP plan provided students with access to the online curriculum after school and at home. The students during the three-year LCAP plan had the advantage of the various apps that provided much-needed support in their overall academic success. The students staying for the extended after-school teacher-led instruction were also provided extra academic support during the three-year LCAP plan. The effectiveness of the teachers' use of technology and incorporation of technology lesson plans showed academic gains for English Learners during the implementation of the three-year LCAP plan.

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

The LEA is in the process of changing its testing platform for Local Assessment (benchmark) so N/A was used in the ELA and Math metric.

The names of metrics and data sources used for several metrics throughout the plan have been updated. Targets have been updated to be relevant to the baseline data of the new plan. Some action names have been updated to better describe the action.

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

Goals and Actions

Goal

Goal #	Description
3	All English Learners will increase their English Proficiency as measured by the ELPAC, as well as Redesignation Rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward English Proficiency	41.3% Data Year: 2018-19 ELPAC Data Source: Summative ELPAC *Baseline data source was amended to ELPI	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4: 10.19% Level 3: 35.19% Level 2: 41.67% Level 1: 12.96% Data Year: 2020-2021 Data Source: ELPAC	ELPAC Level 4: 11.46% Level 3: 41.67% Level 2: 39.58% Level 1: 7.29% ELPI EL: 43.4% Data Year: 2021-22 Data Source: ELPAC and ELPI	ELPAC Level 4: 16.50% Level 3: 33.77% Level 2: 29.40% Level 1: 20.33% ELPI EL: 53.4% Data Year: 2022-23 Data Source: ELPAC and ELPI	EL 50% Data Year: 2022-23 Spring Data Source: 23 ELPI
English Learner Reclassification Rate	15.8% Data Year: 2019-20 Data Source: DataQuest *Baseline data amended	EL 11.2% Data Year: 2020-2021 Data Source: DataQuest	EL 35.2% Data Year: 2021-2022 Data Source: CALPADS	EL 0% Data Year: 2022-2023 Data Source: CALPADS	EL 17% Data Year: 2022-23 Data Source: DataQuest

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal, "All English Learners will increase their English Proficiency as measured by the ELPAC, as well as Redesignation Rate."

Action 3.1 Intervention Teacher for English Learners

Implementation Status: 5 Full Implementation and Sustainability.

The LEA maintained the ELD instructor, who provided intervention support for the district's English Learners during the duration of the three-year LCAP plan. The teacher provided pull-out services tailored to meet each student's unique needs using individual and small-group instruction. The LEA has no substantive difference in planned action compared to the actual implementation.

Action 3.2 Resources/Materials for English Learners

Implementation Status: 5 Full Implementation and Sustainability.

The LEA was able to provide the resources and materials necessary for optimal ELD instruction to EL students throughout the three-year LCAP plan. The teacher used the state-adopted ELD curriculum along with supplemental ELD programs during the three-year LCAP plan. The LEA has no substantive difference in planned action compared to the actual implementation.

Action 3.3 Professional Development for ELD

Implementation Status: 5 Full Implementation and Sustainability.

The LEA provided professional development to the district's ELD instructor throughout the three-year LCAP plan. Onsite professional development was provided, as well as online ELD professional development. The LEA has no substantive difference in planned action compared to the actual implementation.

Action 3.4 Parent Engagement for Parents of English Learners

Implementation Status: 5 Full Implementation and Sustainability.

The LEA provided opportunities for parents to be part of the educational process of the EL learners through parental meetings, and teacher/parent conferences. The LEA has no substantive difference in planned action compared to the actual implementation.

Action 3.5 English Language Development Program

Implementation Status: 5 Full Implementation and Sustainability.

The LEA provided ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and long-term ELs. English Learners in grades K-3 receive designated ELD instruction within the general education classroom.

Overall Successes: The LEA has been able to continue to provide a full-time ELD instructor for grades 3-8. The LEA has been able to provide ELD materials, supplies, and ELD technology programs like BrainPOP (Spanish) to English Learners.

Overall Challenges: A challenge the district is facing is declining enrollment which the district has been facing throughout the duration of the three-year LCAP plan. Another challenge for the district is sustaining parent engagement among EL parents.

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

Action 3.1 Intervention Teacher for English Learners.

The LEA had no significant difference in planned actuals and estimated actuals.

Action 3.2 Resources/Materials for English Learners.

The LEA had no significant difference in planned actuals and estimated actuals.

Action 3.3 Professional Development for ELD.

The LEA had no significant difference in planned actuals and estimated actuals.

Action 3.4 Parent Engagement for Parents of English Learners.

The LEA had no significant difference in planned actuals and estimated actuals.

Action 3.5 English Language Development Program

The estimated actual expenditures were higher than the budgeted expenditures due to higher than expected staff costs.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three supported the progress toward meeting the goal, "All English Learners will increase their English Proficiency as measured by the ELPAC.

Action 3.1 Intervention Teacher for English Learners; Action 3.2 Resources/Materials for English Learners; Action 3.3 Professional Development for ELD; Action 3.4 Parent Engagement for Parents of English Learners; Action 3.5 English Language Development Program Metrics: Smarter Balanced ELA; Smarter Balanced Math; English Language Progress Indicator increased from 43.4% to 53.45 from 2022-22 to 2022-23.

Effectiveness of Action: 3 –Effective

Data Statement: Though the percent of ELs who met or exceeded standard in Math measured just below our target of 10%, it is noteworthy that the combined percent of ELs who met or exceeded standard or nearly met standard increased from a combined 16.94% to 30.23%.

Likewise, though the percentage of ELs who met or exceeded standard in ELA did not improve over the three-year LCAP cycle, the combined percent of ELs who met or exceeded standard or nearly met standard drastically improved from 18.64% to 32.56%. The English Language Performance Indicator

Analysis Statement: The ELD instructor through the three-year plan provided specific language instruction through vocabulary and language development to support

literacy skills and language acquisition. The resources and materials used during the school year provided learning support for the EL students in making progress with English Proficiency throughout the three-year plan. The professional development the ELD instructor was able to attend strengthened the

instructor's support of instruction to all the EL students K-8. Each piece of professional development provided for support of the language acquisition was intended to support the needs of the EL students and provided valuable support for the ELD instructor. The various engagement opportunities provided for the parents of English Learners have contributed to the overall success of EL students in SBAC ELA/Math as well as ELPI. The LEA provided ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and long-term ELs. English Learners in grades K-3 receive designated ELD instruction within the general education classroom.

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

The goal description in the 2024-25 LCAP will change to align with the current actions of using CAASPP ELA/Math data to measure effectiveness.

The names of metrics and data sources used for several metrics throughout the plan have been updated. Targets have been updated to be relevant to the baseline data of the new plan. Some action names have been updated to better describe the action.

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

Goals and Actions

Goal

Goal #	Description
4	Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	6.3% Data Year: 2019-20 Data Source: CALPADS/DataQuest *Data Source was clarified to be DataQuest	All 6.0% LI 6.0% EL 4.2% FY N/A Data Year: 2020-2021 Data Source: DataQuest *Desired Outcomes Updated to include student groups	All 28.3% LI 28.3% EL 35.4% FY N/A Data Year: 2021-2022 Data Source: DataQuest	All 16.5% LI 16.5% EL 18.4% FY N/A Data Year: 2022-2023 Data Source: DataQuest	All 4% LI 4% EL 3.5% FY N/A Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	96.8% Data Year: 2019-20 Data Source: DataQuest *Data source amended to P-2	All 100% (Distant Learning) LI 100% (Distant Learning) EL 100% (Distant Learning) FY N/A Data Year: 2020-2021 Data Source: P-2 *Desired Outcomes Updated to include student groups	All 93.1% LI 93.1% EL FY N/A Data Year: 2021-2022 Data Source: P-2	All 94.5% LI 94.5% EL FY N/A Data Year: 2022-2023 Data Source: P-2	All 97% LI 97% EL 97% FY N/A Data Year: 2023-24 Data Source: P-2
Suspension Rate	1% Data Year: 2020-21 Data Source: CALPADS	All 0% LI 0% EL 0% FY N/A	All 7.7% LI 7.7% EL 5.8% FY N/A Data Year: 2021-2022	All 2.1% LI 2.1% EL 2.1% FY N/A Data Year: 2022-2023	All 1% LI 0% EL 0% FY N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2020-2021 Data Source: CALPADS *Desired Outcomes Updated to include student groups	Data Source: CALPADS	Data Source: CALPADS/DataQuest	Data Year: 2023-24 Data Source: CALPADS
Middle School Drop Out Rate	0% Data Year: 2020-21 Data Source:CALPADS	All 0% LI 0% EL 0% FY N/A Data Year: 2020-2021 Data Source: CALPADS *Desired Outcomes Updated to include student groups	All 0% LI 0% EL 0% FY N/A Data Year: 2021-2022 Data Source: CALPADS	All 0% LI 0% EL 0% FY N/A Data Year: 2022-2023 Data Source: CALPADS/DataQuest	All 0% LI 0% EL 0% FY N/A Data Year: 2023-24 Data Source: CALPADS
Expulsion Rate	0% Data Year: 2020-21 Data Source: CALPADS	All 0% LI	All 0% LI	All 0% LI	All 0% LI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		0% EL 0% FY N/A Data Year: 2020-2021 Data Source: CALPADS *Desired Outcomes Updated to include student groups	0% EL 0% FY N/A Data Year: 2021-2022 Data Source: CALPADS	0% EL 0% FY N/A Data Year: 2022-2023 Data Source: CALPADS/DataQuest	0% EL 0% FY N/A Data Year: 2023-24 Data Source: CALPADS
Sense of safety and school connectedness	96% of students surveyed reported that school is safe and connectedness Data Year: 2020-21 Data Source: Westside Elementary School	All 90% of students surveyed reported that school is safe and connectedness LI 90% of students surveyed reported that school is safe and connectedness EL 90% of students surveyed reported that school is safe and connectedness	All 67% of students surveyed reported that school is safe and connectedness LI 67% of students surveyed reported that school is safe and connectedness EL 67% of students surveyed reported that school is safe and connectedness	All 83% of students surveyed reported that school is safe and connectedness LI 83% of students surveyed reported that school is safe and connectedness EL 83% of students surveyed reported that school is safe and connectedness	All Maintain 96% of students surveyed reporting that school is safe and connectedness. LI Maintain 96% of students surveyed reporting that school is safe and connectedness. EL Maintain 96% of students surveyed reporting that school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY N/A Data Year: 2020-2021 Data Source: Westside Elementary School *Desired Outcomes Updated to include student groups	FY N/A Data Year: 2022-2023 Data Source: Westside Elementary School	FY N/A Data Year: 2023-2024 Data Source: Westside Elementary School	is safe and connectedness. FY N/A Data Year: 2023-24 Data Source: Westside Elementary School
Access to a broad course of study reflecting access to field trips and Arts Instruction as measured by a review of teacher lesson plans	Data year: 2020-21 Data Source: lesson plans Data: 100% of students received access to field trips and Arts Instruction *Baseline amended to clarify data source	All 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. EL	All 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. EL	All 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. EL	All Continue to have 100% of students to have access to instruction in state standards, music instruction, and participation in sports and field trips. LI Continue to have 100% of students to have access to instruction in state standards, music instruction, and participation in sports and field trips.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>FY N/A</p> <p>Data Year: 2021-2022 Data Source: Lesson Plans</p> <p>*Desired Outcomes amended to include student groups and clarify data source</p>	<p>100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>FY N/A</p> <p>Data Year: 2022-2023 Data Source: Lesson Plans</p>	<p>100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>FY N/A</p> <p>Data Year: 2023-2024 Data Source: Lesson Plans</p>	<p>EL Continue to have 100% of students to have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>FY N/A</p> <p>Data Year: 2023-24 Data Source: Lesson Plans</p>
Sense of safety and school connectedness	<p>95% of families surveyed reported that school is safe and connectedness</p> <p>Data Year: 2020-2021 Data Source: Westside Elementary School</p>	<p>All 94.5% of families surveyed reported that school is safe and connectedness</p> <p>LI 94.5% of families surveyed reported that school is safe and connectedness</p> <p>EL</p>	<p>All 88% of families surveyed reported that school is safe and connectedness</p> <p>LI 88% of families surveyed reported that school is safe and connectedness</p> <p>EL</p>	<p>All 95% of families surveyed reported that school is safe and connectedness</p> <p>LI 95% of families surveyed reported that school is safe and connectedness</p> <p>EL</p>	<p>All Maintain 95% of families surveyed reporting that school is safe and connectedness</p> <p>LI Maintain 95% of families surveyed reporting that school is safe and connectedness</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>94.5% of families surveyed reported that school is safe and connectedness</p> <p>FY N/A</p> <p>Data Year: 2021-2022 Data Source: Westside Elementary School Parent Survey</p> <p>*Desired Outcomes Updated to include student groups</p>	<p>88% of families surveyed reported that school is safe and connectedness</p> <p>FY N/A</p> <p>Data Year: 2022-2023 Data Source: Westside Elementary School Parent Survey</p>	<p>95% of families surveyed reported that school is safe and connectedness</p> <p>FY N/A</p> <p>Data Year: 2023-2024 Data Source: Westside Elementary School Parent Survey</p>	<p>EL Maintain 95% of families surveyed reporting that school is safe and connectedness</p> <p>FY N/A</p> <p>Data Year: 2023-24 Data Source: Westside Elementary School</p> <p>*Desired Outcomes Updated to include student groups</p>
<p>Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.</p> <p>*Added for the 2023-2024 LCAP</p>			<p>Full Implementation and Sustainability</p> <p>Data Year: 2021-2022 Data Source: Dashboard Fall 2022</p>	<p>Full Implementation and Sustainability</p> <p>Data Year: 2022-2023 Data Source: Dashboard Fall 2023</p>	<p>Full Implementation and Sustainability</p> <p>Data Year: 2022-2023 Data Source: Dashboard Fall 2023</p>

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal, "The LEA is centered on providing a positive school climate and increased student engagement. The LEA provided a broad course of study, including music and athletics."

Action 4.1 Visual and Performing Arts and Athletics

Implementation Status: 5 Full Implementation. The LEA provided funding for visual and performing arts and athletics. The LEA provided various team sports to the students. The LEA provided students with learning opportunities in the performing arts through teacher-directed lessons.

No substantive difference in planned action compared to actual implementation.

Action 4.2 Programs and Incentives

Implementation Status: 5 Full Implementation. The LEA provided funding programs and incentives for all students. The LEA provided motivational speakers, educational assemblies, and PBIS rewards to all students.

No substantive difference in planned action compared to actual implementation.

Action 4.3 Parent Support/Enrichment

Implementation Status: 5 Full Implementation. The LEA provided funding to support parents and provide enrichment opportunities. The LEA provided support for parents on internet usage, cyber-bullying, and parent night meetings to promote student learning.

No substantive difference in planned action compared to actual implementation.

Overall Successes: The LEA has been able to purchase new athletic uniforms for all sports. The LEA has been able to bring back all sports to all students. The LEA has been able to resume all educational excursions to bring about an additional optimal learning experience for all students. The LEA has been able to bring guest speakers to deliver powerful motivational messages and also provide life-learning experiences for all students. The LEA throughout the three-year plan has seen improved engagement and motivation among all students.

Overall Challenges: The district throughout this three-year plan has had difficulty finding a music/art teacher. The rural location of the district is one of the several defining factors for not acquiring a full-time or part-time instructor.

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

Action 4.1 Visual and Performing Arts and Athletics.

This action's planned expenditures were below the actual expenditures due to the LEA not having to purchase as many athletic uniforms for the various sports programs and equipment.

Action 4.2 Programs and Incentives.

This action's planned expenditures were below the actual expenditures due to the action being funded through other sources during the 2023-24 school year.

Action 4.3 Parent Support/Enrichment.

This action's planned expenditures were below actual expenditures due to the action being funded through other sources during the 2023-24 school year.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four supported the progress toward meeting the goal, "The LEA is centered on providing a positive school climate and increased student engagement. The LEA provided a broad course of study, including music and athletics."

Action 4.1 Visual and Performing Arts and Athletics

Metrics: Smarter Balanced ELA; Smarter Balanced Math

Effectiveness of Action: 3 –Effective

Data Statement: Though the percent of ELs who met or exceeded standard in Math measured just below our target of 10%, it is noteworthy that the combined percent of ELs who met or exceeded standard or nearly met standard increased from a combined 16.94% to 30.23%.

Likewise, though the percentage of ELs who met or exceeded standard in ELA did not improve over the three-year LCAP cycle, the combined percent of ELs who met or exceeded standard or nearly met standard drastically improved from 18.64% to 32.56%.

Analysis Statement: The return of a full sports program has returned the extracurricular activities the students were missing. The LEA providing after-school multiple days a week with teachers staying to provide additional support and enrichment to students was extremely valuable for all students. The LEA providing guest speakers and other educational excursions both on campus and off campus has provided all students with engagement and enrichment opportunities to strengthen their academic success. All of the above-mentioned effectiveness aspects of the action have led to positives on CAASPP outcomes for low-income and English Learners over the course of the three-year LCAP plan.

Action 4.2 Programs and Incentives

Metrics: Chronic Absenteeism Rate for EL

Effectiveness of Action: 3 –Effective

Data Statement: The Chronic Absenteeism rate for EL dropped from 35.4% in 2022 to 18.4% in 2023.

Analysis Statement: The Chronic Absenteeism data shows effectiveness within Goal 4 Action 2 with programs and incentives. The data from 2022-2023 showed drastic decreases in Chronic Absenteeism for subgroups.

Action 4.3 Parent Support/Enrichment

Metrics: Smarter Balanced ELA; Smarter Balanced Math

Effectiveness of Action: 3 –Effective

Data Statement: Though the percent of ELs who met or exceeded standard in Math measured just below our target of 10%, it is noteworthy that the combined percent of ELs who met or exceeded standard or nearly met standard increased from a combined 16.94% to 30.23%.

Likewise, though the percentage of ELs who met or exceeded standard in ELA did not improve over the three-year LCAP cycle, the combined percent of ELs who met or exceeded standard or nearly met standard drastically improved from 18.64% to 32.56%.

Analysis Statement: The district throughout the three-year LCAP plan has shown effectiveness within Goal 4 Action 3 with engagement opportunities such as student/parent conferences. The three-year LCAP plan showed a high percentage of conference rates that target ELA and Math outcomes.

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

The names of metrics and data sources used for several metrics throughout the plan have been updated. Targets have been updated to be relevant to the baseline data of the new plan. Some action names have been updated to better describe the action.

1.5: The name of this action has been changed to better reflect the intent.

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

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
Westside Elementary School	Gary Cunha Interim Superintendent	gcunha@westside-elem.com (559) 884-2492 ext. 2495

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.

Westside Elementary is a small rural school (Prek-8) district located in the center of the San Joaquin Valley, approximately forty-five minutes southwest of Fresno. The faculty consists of a Superintendent/Principal, a vice-principal/programs director, a school secretary, district business staff, eight classroom teachers, one resource specialist, and one English Language Development teacher/instructional coach. The teachers are assisted by four instructional aides and two one-to-one instructional aides for our special ed. students. In addition, there is a State PreSchool on site. Since Westside is a PreK-8 district none of the high school metrics are included in the LCAP (A-G, CTE, AP, EAP High School Grad Rate, or Dropout Rate). As of the Fall 1 CALPADS Census, October of 2023/24 school year, the total enrollment of the school/district was 122. That is a decrease of 16 students from the previous year. We are concerned that the enrollment of students is on the decline, and will have an impact on our budget. The great majority of the students of the school are children of Mexican immigrants, primarily working in the agricultural industry of the Central San Joaquin Valley. Because of this high poverty rate (100%), the district strives to meet many needs as well as to provide enriching experiences. Our basic services include free breakfast and lunch for all students and bus transportation to all of the outlying ranches. We are also a magnet for groups wishing to donate food and school supplies to our students and their families. Westside is geographically isolated which makes interaction and cooperation with other governmental agencies and institutions difficult at best. The school is committed to providing enriching, educational field trips for our students. These include the Chaffee Zoo, the Big Fresno Fair/Caruthers Fair, and Scout Island for the Primary Grades. While progressing through grades 4 - 8, each student will at some time have the opportunity to visit Mission San Juan Bautista, Regional Learning Center/"Five Mile Camp" in Sonora, Camp Ocean Pines in Cambria, a 7th-grade trip to Monterey, which includes visits to the Monterey Aquarium, and for the 8th grade, the Youth Educational Services in Disneyland. As rewards for academic achievement (Honor Roll) and Positive Behavior ("WILD"), trips and programs have included Fresno Underground Gardens, bowling, roller skating, Roeding Parks Storyland, Amtrak Train Ride, and Fresno Grizzlies Make the Grade. Quarterly rewards are also given to the students who have earned "WILD" tickets during the weeks leading up to the end of the quarter. Extracurricular activities are also fully funded by the district - specifically athletics and music. All of the coaching and practice occur during school hours, as many of our students would not be able to participate if their parents were required to pick them up from after-school activities. The district is continuing to plan for the future to revisit having a music program during the school year. A music/arts program is an ongoing commitment to the school. Westside School District is rated highly in School Climate by students, parents, and staff. The school motto is "WILD", encouraging students and staff to make "Wise Choices", "inspire" others, be "Leaders" and exhibit "Determination". Areas of concern

academically, are low standardized test scores (SBAC/CAASPP). The results of the test revealed a limited amount of students met or exceeded the standards in both ELA and Math. Westside will continue to administer the state tests, as well as refine their local district benchmarks/assessments. In addition, we continue to seek ways to assist our parents in becoming more actively involved in their children's education. Our parents are very supportive of the school. We continue to have over 90% participation at parent-teacher conferences and attend events such as Back to School Night, Parent-Teacher Conferences, and student sports and cultural performances. Progress for our English Learners continues to be a major goal of our programs.

Westside Elementary does not receive Equity Multiplier funds.

Reflections: Annual Performance

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

The LEA showed growth in Math for "all" students in increasing the points from the standard by 10.9 points, and the standard nearly met percentage increased from the prior by 2%. The LEA declined in ELA for all students by 3.8 points from the standard, however, the LEA remained in the "orange" level, and the standard nearly met increased from the prior year by 2%. The LEA reached the "green" level for English Learner Progress with 53.4% making progress this year which was an increase of 10%. The LEA's EL students' standard scores on both ELA and Math remain lower than "all" students however growth has been especially in Math. The trajectory of the progress with EL students "met standards" and "nearly met standards" has shown an increase in the last three-year LCAP plan. The EL students tested during those years saw an increase from year one of 1.69% "met" to 9.30% "met" by year three and in year one of "nearly met" the percentage was 21.43% to year three of 32.22%. During the course of the three-year LCAP plan, the LEA was also in Differentiated Assistance, and now the LEA has made progress with "chronic" absenteeism as well as suspension to no longer be in Differentiated Assistance. The LEA went from a high of 28.3% chronic absenteeism in year 2 of the three-year LCAP to 16.5% chronic absenteeism in year 3 of the three-year LCAP. The LEA also went from a high of 7.7% suspension rate in year 2 of the three-year LCAP to a 2.1% suspension rate for "all" students in year three of the three-year LCAP plan. In the upcoming three-year LCAP plan, the LEA plans to continue the trend of improving the growth of its' EL students in ELA and Math, as well as continued improvement in chronic absenteeism and suspension rates.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>When: 4-24-24, 4-25-24, 4-26-24, 5-24-24, 5-31-24</p> <p>How: In-person meetings, teacher surveys</p> <p>What: Teachers were given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The teachers provided feedback about addressing the need for common benchmark testing (local data). The teachers provided feedback on the need to find tier-two strategies for PBIS.</p>
Principals	<p>When: 5-14-24, 5-28-24, 5-31-24</p> <p>How: In-person meetings</p> <p>What: The Principal was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The principal provided feedback on improving student engagement and improving students motivation. Suggestions were to continue to provide opportunities with outside guest speakers and continue to find activities that strengthened their motivation.</p>
Administrators	<p>When: 5-14-24, 5-28-24, 5-31-24</p> <p>How: In-person meetings</p> <p>What: The administration was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The principal provided feedback on improving student engagement and improving students motivation.</p>

Educational Partner(s)	Process for Engagement
	Suggestions were to continue to provide opportunities with outside guest speakers and continue to find activities that strengthened their motivation.
Other School Personnel (Classified Staff)	<p>When: 4-24-24, 4-25-24, 4-26-24, 5-31-24</p> <p>How: In-person meetings</p> <p>What: Classified were given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. Our classified personnel suggested we continue to push our PBIS system and find ways to increase engagement.</p>
Certificated Bargaining Unit	<p>When: 4-24-24, 4-25-24, 4-26-24, 5-24-24, 5-31-24</p> <p>How: In-person meetings</p> <p>What: The certificated bargaining unit was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The certificated bargaining unit expressed the need to continue strengthening the students' needs with assemblies, educational excursions, etc.</p>
Classified Bargaining Unit	<p>When: 4-24-24, 4-25-24, 4-26-24, 5-24-24, 5-31-24</p> <p>How: In-person meetings</p> <p>What: The classified bargaining unit was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The classified bargaining unit expressed the desire to continue strengthening our current PBIS model on campus. The classified bargaining unit also expressed the importance of continuing to engage parents to help solidify a partnership in learning for all.</p>
Parents	<p>When: 8-29-24, 10-24-24, 10-25-24, 10-25-24, 5-31-24</p> <p>How: Parent surveys</p> <p>What: According to surveys over 90% of parents feel a connectedness to the school and over 90% of the parents surveyed feel the school is a safe place for their students.</p>

Educational Partner(s)	Process for Engagement
Students	<p>When: 8-29-24, 10-24-24, 10-25-24, 10-26-24, 5-7-24, 5-31-24</p> <p>How: Student surveys, class visits</p> <p>What: In reviewing the data gained from student surveys, 83% of the students had a connectedness to the school, and 83% of the students felt safe at school. In class visits, students were engaged in activities and instruction. Students have expressed appreciation for the academic field trips, and other excursions throughout the school year.</p>
PAC	<p>When: 5-7-24, 5-31-24</p> <p>How: In-person PAC meeting, parent survey</p> <p>What: The PAC was given an overview of the current LCAP and the LCAP process, as well as a review of the goals and actions of the prior LCAP. Information about the district, metrics, goals, and actions were discussed. The DELAC did not provide verbal or written comments on the current LCAP.</p>
Submission to PAC	<p>When: 5-31-24</p> <p>How: In-person PAC meeting</p> <p>What: A complete draft of the LCAP was provided and the PAC was informed of its ability to provide comments or questions and receive a written response from the Superintendent. No comments or questions were submitted to the Superintendent.</p>
DELAC	<p>When: 5-7-24, 5-31-24</p> <p>How: In-person DELAC meeting, parent survey</p> <p>What: The DELAC was given an overview of the current LCAP and the LCAP process, as well as a review of the goals and actions of the prior LCAP. Information about the district, metrics, goals, and actions were discussed. The DELAC did not provide verbal or written comments on the current LCAP.</p>
Submission to DELAC	<p>When: 5-31-24</p> <p>How: In-person DELAC meeting</p> <p>What: A complete draft of the LCAP was provided and the DELAC was informed of its ability to provide comments or questions and receive a written response from the Superintendent. No comments or questions were submitted to the Superintendent.</p>

Educational Partner(s)	Process for Engagement
SELPA	<p>When: 9-14-23, 10-19-23, 11-07-23, 2-15-24, 3-21-24, 4-18-24, 5-14-24</p> <p>How: SELPA Operations meetings</p> <p>What: Westside is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited.</p>
Public Comment	<p>When: June 4, 2024-June 14 2024</p> <p>How: District Office</p> <p>What: The community was notified of the public comment period through the district office. Printed versions of the LCAP are available in the District Office, in both English and Spanish. An online version is also available. No comments were reported during the public comment period.</p>
Public Hearing	<p>When: June 4, 2024</p> <p>How: Regularly scheduled board meeting</p> <p>What: The board held a public hearing on the LCAP. Printed versions of the LCAP are available in the District Office, in both English and Spanish. An online version is also available. No comments were reported during the public hearing.</p>
Adoption by the governing board	<p>When: June 18, 2024</p> <p>How: Regularly scheduled board meeting</p> <p>What: The Board adopted the 2024-25 LCAP and budget, and Local Indicators were presented.</p>
Budget Adoption and Local Indicator Report to governing board	<p>When: June 18, 2024</p> <p>How: Regularly scheduled board meeting</p> <p>What: The Board adopted the 2024-25 LCAP and budget, and Local Indicators were presented.</p>
Midyear Report to Board	<p>When: Feb. 27, 2024</p> <p>How: Presentation to the governing board</p> <p>What: The LEA presented the LCAP midyear report and Budget Overview for Parents to the board.</p>

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

Based on the feedback from the educational partners the district will continue to provide enrichment for the students, as well as continue to provide incentives. The district will continue to address this in Goal 4 Actions 2 and 3, as well as in Goal 2 Action 4. The district will continue to address the need for professional development from the staff of the Fresno County Superintendent of Schools Office, which is presented in Goal 2.2. The district will address the technology needs of our students based on the discussions of the educational partners. The district plans will address this need in Goal 2.5. The district will continue to address any written formal feedback from educational partners, and continue to actively seek feedback from all the educational partners in the next LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Fulfill Basic Program Requirements. Westside Elementary will maintain its progress by continuing to provide highly qualified teachers, support staff, administration, transportation services, and well-maintained facilities. All students will have access to instructional materials which are State Adopted and Common Core aligned.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This is a maintenance goal established by Westside Elementary School. Westside Elementary has developed this goal to promote a successful school experience for all students. Westside Elementary will provide a basic program to all students. Westside Elementary will ensure that each teacher is properly credentialed and not misassigned, so each and every student is ensured an optimal learning environment. Students will be instructed in the State Academic Standards. They will be enrolled in a Broad Course of Study. Students will have access to curriculum-aligned, state-adopted instructional materials. Students will be provided transportation as needed throughout the school year. Students will come to school in a safe and secure facility and environment. The actions in goal 1 are specifically designed to address the related metrics and ensure a successful school experience for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% misassigned 0% Vacancies Data Year: 2023-2024 Data Source: HR Records			0% misassigned 0% Vacancies	
1.2	Facilities maintained in good repair	100 % with a rating of "Exemplary". Data Year: 2023-2024			100 % with a rating of "Exemplary".	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: District FIT Report				
1.3	Access to standards aligned instructional materials	100% of students had sufficient instructional materials Data Year: 2023-2024 Data Source: Local Indicator Report			100% of students had sufficient instructional materials	

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	Salaries and Benefits	Provide salaries for all certificated (properly credentialed teachers), classified staff, and administrative staff.	\$1,036,008.00	No
1.2	Maintain transportation services and school facilities	Continue to fund and upgrade our busses. Maintain all buildings and school grounds in a safe, compliant condition.	\$300,000.00	No
1.3	Continue state adopted curriculum and materials for all students.	Provide instruction to all students using the latest adopted state curriculum and material purchased by the district.	\$176,301.43	No
1.4	Staff stipends	As it has been documented our small rural district has a hard time hiring staff because of the location, staff who do get hired often leave for higher-paying jobs elsewhere, and most of the time employees at small rural districts actually get paid less than their counterparts in other districts. Therefore, using the funds to retain staff will ideally prevent staff turnover and maintain consistency in the delivery of high-quality instruction from experienced teachers for the identified students. LEA experience indicates that veteran teachers, familiar with the community, district, and students, provide the academic and English language acquisition support that our English Learner students need the most, and facilitate a positive impact on their engagement in school and academic performance. To address this need, the LEA will provide stipends that will encourage experienced teachers to remain within the district.	\$180,000.00	No
1.5	Students with Disabilities	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC.</p> <p>All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies.</p> <p>Technology will be used to enhance instruction and student engagement.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was selected by Westside Elementary School to support and enrich the unduplicated students in English Language Arts and Mathematics because of the low scores indicated by the California School Dashboard that the district has seen over the course of the years. We will provide many supplemental supplies, resources, and materials as needed to ensure the unduplicated students at Westside are given the opportunity to succeed. Westside Elementary School will provide classroom tutors to allow for extra support during instruction time. Westside Elementary will maintain small class sizes to maximize delivery and effectiveness of instruction from its teachers. This will support academic success because the teachers will be able to create more opportunities for engagement and allow for more interaction on a daily basis. Westside Elementary is also highly driven to provide pivotal professional development to its teachers and classified staff to help support and enrich its students in academic achievement. The many planned content-centered, academic field trips are a foundation to providing our students with the enrichment and knowledge they will need to be successful in the core subjects of English Language Arts and Mathematics. Westside Elementary is always addressing the needs of the unduplicated students within the technology aspect of academics. We are providing Ipads and Chromebooks to all grade levels. The desired outcome with that is for our students to increase their successful academic performance with the use of technology. Westside Elementary is constantly addressing the issue of connectivity to students' homes. Westside Elementary School has contracted with a service provider and purchased hot spots for each family. We are looking forward to assisting our students with improved connectivity because we believe that being connected will improve our unduplicated students' academic needs. The actions outlined in goal 2 and the related metrics will continue to allow Westside Elementary to address the needs most associated with our most needy populations and monitor our progress in ensuring all students' needs are being met through the services we provide.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced ELA	<p>All: 26.66% Met/Exceeded 32.22% Nearly Met 41.11% Not Met</p> <p>LI: 26.66% Met/Exceeded 32.22% Nearly Met 41.11% Not Met</p> <p>FY: N/A</p> <p>EL: 4.65% Met/Exceeded 27.91% Nearly Met 67.44% Not Met</p> <p>Data Year: 2022-2023 Data Source: DataQuest</p>			<p>All: 35% Met/Exceeded 35% Nearly Met 30% Not Met</p> <p>LI: 35% Met/Exceeded 35% Nearly Met 30% Not Met</p> <p>FY: N/A</p> <p>EL: 10% Met/Exceeded 30% Nearly Met 60% Not Met</p>	
2.2	Smarter Balanced Math	<p>All: 16.66% Met/Exceeded 32.22% Nearly Met 51.11% Not Met</p> <p>LI: 16.66% Met/Exceeded 32.22% Nearly Met 51.11% Not Met</p> <p>FY: N/A</p> <p>EL: 9.30% Met/Exceeded</p>			<p>All: 20% Met/Exceeded 35% Nearly Met 45% Not Met</p> <p>LI: 20% Met/Exceeded 35% Nearly Met 45% Not Met</p> <p>FY: N/A</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20.93% Nearly Met 69.77% Not Met Data Year: 2022-2023 Data Source: DataQuest			EL: 14% Met/Exceeded 25% Nearly Met 61% Not Met	
2.3	California Science Test (CAST)	All: 5.41% Met/Exceeded 67.57% Nearly Met 27.03% Not Met LI: 5.41% Met/Exceeded 67.57% Nearly Met 27.03% Not Met FY: N/A EL: 0% Met/Exceeded 43.75% Nearly Met 56.25% Not Met Data Year: 2022-2023 Data Source: DataQuest			All: 10% Met/Exceeded 70% Nearly Met 20% Not Met LI: 10% Met/Exceeded 70% Nearly Met 20% Not Met FY: N/A EL: 10% Met/Exceeded 70% Nearly Met 20% Not Met	
2.4	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	5 – Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report			5 – Full Implementation and Sustainability	
2.5	Teachers' technology lesson plans.	100% of Teachers integrate technology in			100% of Teachers integrate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at least three lessons weekly Data Year: 2023-2024 Data Source: Local Data			technology in at least three lessons weekly	
2.6	Other Pupil Outcomes	All 100% one-to-one electronic device connectivity LI 100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity Data Year: 2023-2024 Data Source: Local Data Data: number of devices per pupil			All 100% one-to-one electronic device connectivity LI 100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity	

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	Paraprofessionals in the classroom	Westside will provide paraprofessional support and custodial services to support the needs of our English Learners in TK-8.	\$170,371.57	Yes
2.2	Professional Development for Teachers	Westside will provide teachers and staff with a variety of professional development pieces of training, both on-site and online to better serve English learners.	\$10,000.00	Yes
2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Westside will provide supplemental instructional materials and technology and learning materials that support and enhance core instruction. Westside will continue to provide students with additional support by continued use of supplemental support programs in math, English-language arts, science, and social studies in grades TK-8	\$85,350.00	Yes
2.4	Provide Engagement activities for unduplicated students	Westside will provide a variety of activities to harness the optimal learning environment for our students. The district will provide both in-class engagement activities as well as off-site opportunities for our students to have a learning experience.	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Improved/Continued Technology access	Westside will continue to purchase/provide Chromebooks for grades 3-8 which are principally directed toward English Learners and is effective in providing equity in access to technology and learning materials that support and enhance core instruction.	\$110,000.00	Yes
2.6	Provide extended learning opportunities	Westside will provide opportunities for our students to have access to extended learning programs. Westside will continue a district-provided after-school tutoring program. Students who do not meet standards on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by grade-level teachers and based on an analysis of the SBAC performance data.	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All English Learners will make progress towards academic proficiency as measured by the CAASPP performance on ELA and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was selected by Westside Elementary School to provide support and enrichment for our English Learners. To ensure our English Learners have the utmost opportunities for academic success, we will provide English Language Learners with supplemental resources that will assist them in garnishing academic success in both English Language Arts and Mathematics. Westside Elementary School is committed to providing EL Intervention with an EL Intervention Teacher for our Long-Term ELs in grades 4-8. The ELD program will be a pullout intervention program for grades 4-8, in which the ELD-designated instructor will provide state-adopted ELD instructional material (HMH Escalate) to the EL students in the pullout class settings. The district along with the EL Intervention Teacher is actively searching for professional development for all the teachers in the areas of effective practices for instructing our EL students. Another area to which Westside Elementary School is dedicated is providing workshops and other informational sessions for the parents of EL students in language and literacy development as it relates to their children. The actions outlined in goal 3 and the related metrics will continue to allow Westside Elementary to address the needs of our English Learners and monitor their progress in closing the performance gap as compared to All Students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	EL students making progress toward English Proficiency	ELPI: 53.4% Data Year: 2022-23 Data Source: CA Dashboard			55%	
3.2	EL Reclassification Rate	0% Data Year: 2022-2023 Data Source: CALPADS/Local Data			10%	

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	Intervention Teacher for English Learners	The district will provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. During the data analysis of CAASPP assessment data broken down by subgroup, the data identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. In order to bridge the gaps of our English Learners, the district will provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.	\$118,172.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Resources/Materials for English Learners	The district will purchase ELD materials, supplies, and technology (ELD programs such as BrainPOP Spanish) to enhance/enrich the core curriculum for our English Learners.	\$3,000.00	Yes
3.3	Professional Development for ELD	<p>Westside will provide and/or purchase professional development for all staff in the California ELD frameworks, as well as strategies for increasing achievement for English Learners. The professional development will develop teachers' specific language instruction skills using vocabulary and language development to support literacy skills and language acquisition.</p> <p>Westside also recognizes the unique needs of our Long-Term English Language Learners. Westside will provide professional development for our 5th-8th grade teachers specific to the instructional needs of our ELs who have not yet redesignated to English proficient.</p>	\$8,000.00	Yes
3.4	Parent Engagement for parents of English Learners	The district will provide parents of English Learner students with parent meetings to promote a more jointly established learning plan. The district will provide engagement activities through guest speakers as well to instill a more cohesive learning environment.	\$5,000.00	Yes
3.5	English Language Development Program	<p>Westside Elementary will provide ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and long-term ELs. English Learners in grades K-3 receive designated ELD instruction within the general education classroom. All students, K-8 receive integrated ELD instruction on a daily basis in all subjects. This is served through both our ELD-specific curriculum as well as our core curricular programs aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.</p> <p>Additionally, our Long-term English Language Learners who already receive pull-out designated ELD instruction will have an increased focus on language instruction that targets the unique needs of these LTELs. This program is designed to ensure that students who have not yet gained English proficiency are being provided the necessary instruction to do so.</p>	\$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Westside Elementary School’s goal four is centered around a positive school climate and increased student engagement. Westside Elementary School is focused on meeting the Social-Emotional needs of all students, with an awareness of the specific needs of our unduplicated students. Westside Elementary School will maintain a suspension rate lower than the state average, and we will maintain an attendance rate higher than the state average. Westside Elementary School will maintain a chronic absenteeism rate lower than the state average. In regard to our Social-Emotional needs, Westside Elementary School will provide an extra day a week of school psychologist services for the purpose of counseling, and providing SEL lessons for our students. Westside Elementary will remain committed to providing ongoing professional development for staff and classified in Trauma-informed practices, Universal Design for Learning, Positive Discipline, and other related SEL professional development needs. Westside Elementary School will conduct and provide informational workshops and informational sessions for parents on the social-emotional needs and issues of their students. Westside Elementary will continue to provide awards and incentives for students as part of our Positive Behavior Intervention and Support Program. Westside Elementary is also committed to our students by providing extracurricular activities to enhance our student engagement. We will include a variety of activities such as extra-curricular sports, music, and other cultural awareness activities. We will continue to strengthen our community ties with field trips to community events, centers, museums, and businesses. Westside Elementary will include guest speakers and assemblies to enhance our student engagement. The actions outlined in goal 4 and the related metrics will continue to allow Westside Elementary to provide its students with a safe and positive school climate and an engaging educational experience and provide the means in which to monitor our progress to ensure all students' needs are met in accessing academic and co-curricular activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism	All: 16.5% LI: 16.5% EL: 18.4% FY: N/A Data Year: 2022-2023 Data Source: DataQuest			All: 10% LI: 10% EL: 11.5% FY: N/A	
4.2	Attendance Rate	All: 94.5% LI: 94.5% EL: 94.5% FY: N/A Data Year: 2022-2023 Data Source: P-2			All: 97% LI: 97% EL: 97% FY: N/A	
4.3	Suspension Rate	All: 2.1% LI: 2.1% EL: 0% FY: N/A Data Year: 2022-2023 Data Source: CA Dashboard			All: 1% LI: 1% EL: 1% FY: N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Middle School Drop Out Rate	All: 0% LI: 0% EL: 0% FY: N/A Data Year: 2022-2023 Data Source: DataQuest			All: 0% LI: 0% EL: 0% FY: N/A	
4.5	Expulsion Rate	All: 0% LI: 0% EL: 0% FY: N/A Data Year: 2022-2023 Data Source: DataQuest			All: 0% LI: 0% EL: 0% FY: N/A	
4.6	Sense of safety and school connectedness	Connectedness Students 83% Parents 93% Teachers 85% Safety Students 83% Parents 97% Teachers 100% Data Year: 2023-24 Data Source: Local Survey			Connectedness Students 90% Parents 90% Teachers 90% Safety Students 90% Parents 90% Teachers 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Access to a broad course of study reflecting access to field trips and Arts Instruction as measured by a review of teacher lesson plans	<p>All 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>EL 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>FY N/A</p> <p>Data Year: 2023-2024 Data Source: Lesson Plans</p>			<p>All 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>EL 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>FY N/A</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report			Full Implementation and Sustainability	

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	Providing Visual and Performing Arts and Athletics	The district will provide some form of a music program and implement the following services and programs: The district will continue to attempt to provide some form of a music program. The district will continue the process of bringing back a full sports program. The district will continue to provide uniforms and equipment to all students. The district will continue to provide stipends for teachers working after-hours coaching and taking students to off-campus tournaments. The district will also continue to provide transportation to and from the events. Music and sports services will be provided during and after the regular school day. A majority of students do not otherwise have access to music and sports activities outside of the school environment. These services and programs are designed to best meet the needs of English Learner students.	\$263,000.00	Yes
4.2	Programs and Supports for Chronic Absenteeism	The district will provide behavior and attendance awards programs, and Professional Development to staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies. The district will provide an additional full day of services/activities with the school psychologist contracted by Fresno County Superintendent of Schools to help engage students and promote positive mental health. The additional day of the school psychologist's time will not be used to perform any special education/IEP-related duties/assignments.	\$120,483.11	Yes
4.3	Parent Support/Enrichment	The district will provide support and enrichment to our English Learner families through various methods to help strengthen the overall relationship between the district and the families. Supports and enrichment the district will provide will include parent training on various topics such as internet safety, bullying, and social/emotional needs, also the district will incorporate nightly meetings throughout the school year to address the needs of our students and families.	\$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$539,326	\$69,120

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
40.181%	26.886%	\$421,042.45	67.067%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Paraprofessionals in the classroom</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p>	To meet the greater need of our English Learners, the district provides additional hours to instructional assistants and custodial staff. Each paraprofessional assigned increases the learning opportunities for English Learners by facilitating one-to-one/small group additional support, scaffolding, and differentiation to the identified students in a focused and more individualized setting. Classroom-based paraeducators provide greater educational access and are key to meeting the needs of English Learners.	CAASPP ELA/Math All Students EL

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>Based on a local needs assessment and district experience, our English Learners experience a lack of access to academic support and resources.</p> <p>Scope: LEA-wide</p>	<p>The increased space needed to provide this one-to-one and small-group instruction requires additional custodial support to sanitize our facilities before and after school. Extended custodial hours ensure instructional spaces are maintained in alignment with the increased staffing in this action.</p> <p>Increased access to instructional assistants, one-to-one and small group support, scaffolding, and differentiation in a more individualized setting is intended to meet the language and instructional support needs of our English Learners. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
2.2	<p>Action: Professional Development for Teachers</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>In our experience, the district's teachers' learning capacity is a way to assist in promoting academic success among all of the students.</p> <p>Scope: LEA-wide</p>	<p>Westside will address the need by providing teachers and staff with a variety of professional development pieces of training, both on-site and online to better serve English learners.</p> <p>To improve academic achievement, it is essential that the best first instruction is provided which requires well-trained and supported teachers. We will therefore provide a variety of CCSS-aligned professional development activities for our staff, both on-site and off-site, as well as on-site coaching opportunities. Teachers will be provided with the skills and strategies needed to support our most at-promise students such as differentiation, scaffolding, trauma-informed practices, and integration of culturally relevant practices. We expect that these professional development and coaching opportunities will provide greater educational access and are key to meeting the needs of EL students.</p>	CAASPP ELA/Math All Students EL

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>This action is designed to meet the needs most associated with English learners. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
<p>2.3</p>	<p>Action: Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>Based on a local needs assessment and district experience, our English Learner students experience a lack of access to instructional materials, technology, and out of school academic experiences.</p> <p>Scope: LEA-wide</p>	<p>Westside will address this need by providing the materials, support, and enrichment opportunities to strengthen our students' academic achievement.</p> <p>Westside's English Language Learners have the least access to supplemental learning materials needed to enhance their learning and provide opportunities to practice their learning during and beyond the core instructional time. The teachers will have access to incorporate the programs within their daily and weekly instruction. We believe academic field trips will provide enrichment in social studies and science, and enhance learning opportunities for our students. We also will provide enrichment for our families as a whole with meetings held throughout the school year. We will include guest speakers on various topics to provide support to both the students and families.</p> <p>Additional supplemental materials, hands-on learning, and engagement opportunities are designed for our ELs to have additional opportunities to practice the skills and strategies necessary to recover learning gaps and develop 21st-century skills such as problem-solving and collaboration. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA/Math All Students EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.4</p>	<p>Action: Provide Engagement activities for unduplicated students</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>A local needs assessment and teacher survey results, indicated the need for engagement activities and other supplemental learning experiences because our English Learners lack access to these resources outside of the school environment. This lack of access was exacerbated by the pandemic.</p> <p>Scope: LEA-wide</p>	<p>To meet the greater need of our English Learners, the district will address this need by providing a variety of activities to harness the optimal learning environment for our students. The district will provide both in-class engagement activities as well as off-site opportunities for our students to have a learning experience. The district will partner with outside agencies to help promote a positive learning environment for our students including activities in which students would not otherwise access or participate. The district will provide social/emotional support services for our students as well as our families such as providing access to additional supports not available in our rural community. These additional opportunities will support the development of the whole child and will provide students with the skills necessary to cope with difficult situations when they experience the standards in real-world situations.</p> <p>This action is designed to meet the needs most associated with English learners. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA/Math All Students EL</p>
<p>2.5</p>	<p>Action: Improved/Continued Technology access</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p>	<p>Westside in order to further meet the needs of the English Learners will continue to purchase Chromebooks for grades 3-8 which are principally directed toward English Learners and are effective in providing equity in access to technology and learning materials that support and enhance core instruction. The Chromebooks are utilized at school, during regular school, for Independent Study, and for the after-school tutoring program. In addition, students will begin to use their</p>	<p>CAASPP ELA/Math All Students EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on a local needs assessment and district experience, English learner students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningful engagement in activities that support learning during and beyond core instructional time.</p> <p>Scope: LEA-wide</p>	<p>Chromebooks at home. The use of Chromebooks at home will allow students to expand upon or practice the skills learned from school, while at home. This will allow students to expand upon or practice the skills learned from school, while at home.</p> <p>This action is designed to meet the needs most associated with English learners. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
<p>2.6</p>	<p>Action: Provide extended learning opportunities</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>Based on a local needs assessment and district experience, our English Learner students experience a lack of access to academic support and resources outside of the school environment, which was exacerbated during the pandemic.</p> <p>Scope: LEA-wide</p>	<p>To address the greater need of our English Learners, the district-provided after-school tutoring program which will be taught by grade-level teachers and based on an analysis of the SBAC performance data will provide the English Learners the instructional design that will address the needs of English Learners' learning gaps in a quick and responsive manner. Additional tutoring will provide the time and targeted instruction needed for our EL students to recover lost skills and reinforce the foundational learning extending learning program.</p> <p>This action is designed to meet the needs most associated with English learners. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA/Math All Students EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.1</p>	<p>Action: Providing Visual and Performing Arts and Athletics</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>A local needs assessment indicated that English Learner students have the least access to Visual and Performing Arts (VAPA) related services, and engaging extracurricular activities such as sports and other activities, both on site and outside of the school day/environment.</p> <p>Scope: LEA-wide</p>	<p>To address the access to Visual and Performing Arts, on and off-site extracurriculars, and Athletics for our ELs, the district will provide a music program/arts program, on-site extra-curricular programs and equipment, as well as a full sports program along with uniforms, and equipment, and needed upgraded facilities. The district will continue to provide stipends for teachers working after-hours coaching and taking students to off-campus tournaments. The district will also continue to provide transportation to and from the events. VAPA and sports services will be provided during and after the regular school day. In the LEA’s experience, VAPA-related courses improve brain neuroplasticity and assist our English Learner students in supporting language acquisition and all learning in general. In addition, the LEA’s experience indicates that extracurricular activities have a positive impact on English Learners' engagement in school and academic performance.</p> <p>These services and programs are designed to best meet the needs of English Learner students as many do not otherwise have access to music and sports activities outside of the school environment. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>CAASPP ELA/Math All Students EL</p>
<p>4.2</p>	<p>Action: Programs and Supports for Chronic Absenteeism</p> <p>Need:</p>	<p>To address these identified needs, the district will provide behavior and attendance awards programs, and Professional Development to staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies. The district will also provide a full day of social-emotional support</p>	<p>Chronic Absenteeism All Students EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Chronic Absenteeism data identified that English Learners have a higher rate the “all students” group, as reflected in the metrics table.</p> <p>During an in-depth local needs assessment the district found that English Learner students lacked access to additional social/emotional supports and scaffolds inside and outside of the school environment which are both factors that impact attendance. Based on the district's knowledge of the English Learners the district understands the need to address those needs.</p> <p>Scope: LEA-wide</p>	<p>from the school psychologist. LEA experience indicates that behavior and attendance programs, including positive reinforcement and recognition, increase connection to the school, higher attendance, and subsequent increased levels of academic achievement. The additional day of the school psychologist's time will not be used to perform any special education/IEP-related duties/assignments. The school psychologist services will also promote social-emotional support, and provide additional support through social skills in small groups, and on an individual basis as needed.</p> <p>These services and programs are designed to best meet the needs of our English Learner students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
4.3	<p>Action: Parent Support/Enrichment</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>Based on our review of local needs assessment the district found that our English Learner students and their families lack the capacity to provide instructional support and access to additional academic and English language acquisition services and scaffolds</p>	<p>The district will address the needs by providing support and enrichment to our English Learner families through various methods to help strengthen the overall relationship between the district and the families. We will provide parent training on various topics such as internet safety, bullying, and social/emotional needs. We will incorporate nightly meetings throughout the school year to address the needs of our students and families. We will provide childcare services to parents if the service is needed. Engaging English Learner families in their student's education and providing them with ways to support their students in their learning through strategies and skill development at home will better equip them to be successful at school. Based on the district's local</p>	CAASPP ELA/Math All Students EL

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>outside of the school environment. In viewing our metrics the district found that increasing the "Sense of safety and school connectedness" is a need to be addressed.</p> <p>Scope: LEA-wide</p>	<p>needs assessments to meet the greater needs of the English Learners.</p> <p>These services and programs are designed to best meet the needs of our English Learner students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</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
<p>3.2</p>	<p>Action: Resources/Materials for English Learners</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>A local needs assessment indicates that our English Learners lack additional instructional support or resources, including English language acquisition, outside of the school setting, in addition to reduced learning opportunities.</p>	<p>In order to overcome the gaps for our English Learners, the district will provide ELD materials, supplies, and technology (ELD programs such as BrainPOP Spanish) to enhance/enrich the core curriculum for our English Learners. These supplemental materials, supplies, and technology will support literacy skills and language acquisition. Resources will be available to these students during the regular school day as well as after-school tutoring and are designed to scaffold support language acquisition.</p>	<p>CAASPP ELA/Math All Students EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>3.3</p>	<p>Action: Professional Development for ELD</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>Based on a local needs assessment and district experience, our Long-term English Language Learners have additional language acquisition needs that extend beyond those of their peers who have attained redesignation.</p> <p>Educational partner feedback indicates support for professional development in the area of ELD instruction for our ELs at all stages of language acquisition.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To meet the greater need of our English Learners, the district will address this need by providing and/or purchasing professional development for all staff in the California ELA/ELD frameworks, as well as strategies for increasing achievement for English Learners. The professional development will develop teachers' specific language instruction skills using vocabulary and language development to support literacy skills and language acquisition.</p> <p>Recognizing that our Long-term English Language Learners present unique needs and challenges as they have not yet reached English proficiency after several years, professional development for our upper grade teachers will include an additional focus which will target the specific needs presented by these students.</p>	<p>CAASPP ELA/Math All Students EL LTELs</p>
<p>3.4</p>	<p>Action: Parent Engagement for parents of English Learners</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are</p>	<p>In determining an effective action to meet the needs of the district's English Learners, the district will host parent meetings for parents of English Learner students to promote a more jointly established learning plan that will provide a more cohesive bond between the teachers, parents, and English Learners.</p>	<p>CAASPP ELA/Math All Students EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>A local needs assessment indicated the district's English learner students and parents lacked comprehensive academic communication, planning, and coordination as well as coordinated social-emotional student support aimed toward meeting the individual needs of each English learner.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The teachers and parents will meet once or twice a semester to review the progress of the English Learners and establish new goals and benchmarks. Based on the results of the intervention and need, more engagement among the teachers and parents may need to take place. The district will also provide the parents with guest speakers throughout the year to promote English learning strategies and provide engagement opportunities for parents to assist in the development of their children in the learning of English. We will also support our students and families with social/emotional training throughout the year. We will contract with outside agencies to provide training on topics that need to be addressed or topics that need to be revisited throughout the year. The training and support for families will allow parents and guardians to reinforce literacy skills and language acquisition at home.</p>	
3.5	<p>Action: English Language Development Program</p> <p>Need: An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table.</p> <p>Based on a local needs assessment and district experience, our Long-term English Language Learners have additional language</p>	<p>To progress the needs of our English Learners, the district will provide ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and long-term ELs. English Learners in grades K-3 receive designated ELD instruction within the general education classroom. All students, K-8 receive integrated ELD instruction on a daily basis in all subjects. This is served through both our ELD-specific curriculum as well as our core curricular programs aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned</p>	<p>CAASPP ELA/Math All Students EL LTELs</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>acquisition needs that extend beyond those of their peers who have attained redesignation.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>instructional materials, and assist students in accessing the full educational program.</p> <p>Our Long-term English Language Learners who already receive pull-out designated ELD instruction will have an increased focus on language instruction that targets the unique needs of these LTELs. This program is designed to ensure that students who have not yet gained English proficiency are being provided the necessary instruction to do so.</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.

N/A

Additional Concentration Grant Funding

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

Westside Elementary School District has increased its support staff to support and increased services to the students. The district added additional hours to existing paraprofessionals. The district has also added additional hours to the janitorial staff to provide extra sanitary cleaning periods. The district deemed the safety and health of its students a very important service that needed to be addressed. The extra support the paraprofessional hours will provide to students is deemed valued by the district to improve services and provide that extra support in the classroom to help mitigate learning loss.

This is reflected in and Goal 2, Action 1.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,342,255	539,326	40.181%	26.886%	67.067%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,481,600.11	\$180,000.00	\$0.00	\$59,086.00	\$2,720,686.11	\$1,597,551.57	\$1,123,134.54

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Salaries and Benefits	All	No			All Schools	2021 - 2024	\$1,036,008.00	\$0.00	\$1,036,008.00				\$1,036,008.00	
1	1.2	Maintain transportation services and school facilities	All	No			All Schools	2021-2024	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
1	1.3	Continue state adopted curriculum and materials for all students.	All	No			All Schools	2021-2024	\$0.00	\$176,301.43	\$176,301.43				\$176,301.43	
1	1.4	Staff stipends	All	No			All Schools	2022-2024	\$180,000.00	\$0.00		\$180,000.00			\$180,000.00	0
1	1.5	Students with Disabilities	Students with Disabilities	No			All Schools		\$5,000.00	\$5,000.00	\$10,000.00				\$10,000.00	
2	2.1	Paraprofessionals in the classroom	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$170,371.57	\$0.00	\$170,371.57				\$170,371.57	0
2	2.2	Professional Development for Teachers	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$4,000.00	\$6,000.00	\$10,000.00				\$10,000.00	0
2	2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$7,000.00	\$78,350.00	\$85,350.00				\$85,350.00	0
2	2.4	Provide Engagement activities for unduplicated students	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	0
2	2.5	Improved/Continued Technology access	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$0.00	\$110,000.00	\$110,000.00				\$110,000.00	00
2	2.6	Provide extended learning opportunities	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$15,000.00	\$5,000.00	\$20,000.00				\$20,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Intervention Teacher for English Learners	English Learners	No			All Schools	2021-2024	\$118,172.00	\$0.00	\$59,086.00			\$59,086.00	\$118,172.00	
3	3.2	Resources/Materials for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	0
3	3.3	Professional Development for ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	\$3,000.00	\$5,000.00	\$8,000.00				\$8,000.00	0
3	3.4	Parent Engagement for parents of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	\$3,000.00	\$2,000.00	\$5,000.00				\$5,000.00	0
3	3.5	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	
4	4.1	Providing Visual and Performing Arts and Athletics	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$10,000.00	\$253,000.00	\$263,000.00				\$263,000.00	0
4	4.2	Programs and Supports for Chronic Absenteeism	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$8,000.00	\$112,483.11	\$120,483.11				\$120,483.11	0
4	4.3	Parent Support/Enrichment	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	\$3,000.00	\$12,000.00	\$15,000.00				\$15,000.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,342,255	539,326	40.181%	26.886%	67.067%	\$900,204.68	0.000%	67.067 %	Total:	\$900,204.68
								LEA-wide Total:	\$849,204.68
								Limited Total:	\$51,000.00
								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 (%)
2	2.1	Paraprofessionals in the classroom	Yes	LEA-wide	English Learners	All Schools	\$170,371.57	0
2	2.2	Professional Development for Teachers	Yes	LEA-wide	English Learners	All Schools	\$10,000.00	0
2	2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Yes	LEA-wide	English Learners	All Schools	\$85,350.00	0
2	2.4	Provide Engagement activities for unduplicated students	Yes	LEA-wide	English Learners	All Schools	\$55,000.00	0
2	2.5	Improved/Continued Technology access	Yes	LEA-wide	English Learners	All Schools	\$110,000.00	00
2	2.6	Provide extended learning opportunities	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	0
3	3.2	Resources/Materials for English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	\$3,000.00	0

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 (%)
				Student Group(s)				
3	3.3	Professional Development for ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,000.00	0
3	3.4	Parent Engagement for parents of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	0
3	3.5	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,000.00	
4	4.1	Providing Visual and Performing Arts and Athletics	Yes	LEA-wide	English Learners	All Schools	\$263,000.00	0
4	4.2	Programs and Supports for Chronic Absenteeism	Yes	LEA-wide	English Learners	All Schools	\$120,483.11	0
4	4.3	Parent Support/Enrichment	Yes	LEA-wide	English Learners	All Schools	\$15,000.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,072,114.00	\$2,439,972.28

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Salaries and Benefits	No	\$964,104.00	1,308,822
1	1.2	Maintain transportation services and school facilities	No	\$406,531.00	334,537.24
1	1.3	Continue state adopted curriculum and materials for all students.	No	\$577,741.00	339,003.40
1	1.4	Staff stipends	No	\$180,000.00	0.00
1	1.5	SPED	No	\$10,000.00	0.00
2	2.1	Paraprofessionals in the classroom	Yes	\$190,785.00	164,204.43
2	2.2	Professional Development for Teachers	Yes	\$7,000.00	1,700
2	2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Yes	\$76,925.50	68,901.34
2	2.4	Provide Engagement activities for unduplicated students	Yes	\$60,000.00	10,778.88

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	2.5	Improved/Continued Technology access for the unduplicated students	Yes	\$297,847.50	52,427.04
2	2.6	Provide extended learning opportunities	Yes	\$30,000.00	9,182.27
3	3.1	Intervention Teacher for English Learners	No	\$53,590.00	54,165.64
3	3.2	Resources/Materials for English Learners	Yes	\$3,000.00	1,259.84
3	3.3	Professional Development for ELD	Yes	\$10,000.00	0.00
3	3.4	Parent Engagement for parents of English Learners	Yes	\$6,000.00	0.00
3	3.5	English Language Development Program	Yes	\$53,590.00	63,259.71
4	4.1	Providing Visual and Performing Arts and Athletics	Yes	\$25,000.00	11,713.39
4	4.2	Programs and Incentives	Yes	\$95,000.00	14,451.56
4	4.3	Parent Support/Enrichment	Yes	\$25,000.00	5,565.54

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)
705,781	\$880,148.00	\$403,444.00	\$476,704.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Paraprofessionals in the classroom	Yes	\$190,785.00	164,204.43	0	
2	2.2	Professional Development for Teachers	Yes	\$7,000.00	1,700	0	
2	2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Yes	\$76,925.50	68,901.34	0	
2	2.4	Provide Engagement activities for unduplicated students	Yes	\$60,000.00	10,778.88	0	
2	2.5	Improved/Continued Technology access for the unduplicated students	Yes	\$297,847.50	52,427.04	00	
2	2.6	Provide extended learning opportunities	Yes	\$30,000.00	9,182.27	0	
3	3.2	Resources/Materials for English Learners	Yes	\$3,000.00	1,259.84	0	
3	3.3	Professional Development for ELD	Yes	\$10,000.00	0.00	0	
3	3.4	Parent Engagement for parents of English Learners	Yes	\$6,000.00	0.0	0	
3	3.5	English Language Development Program	Yes	\$53,590.00	63,259.71		
4	4.1	Providing Visual and Performing Arts and Athletics	Yes	\$25,000.00	11,713.39	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.2	Programs and Incentives	Yes	\$95,000.00	14,451.56	0	
4	4.3	Parent Support/Enrichment	Yes	\$25,000.00	5,565.54	0	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,566,035	705,781	7.58	52.648%	\$403,444.00	0.000%	25.762%	\$421,042.45	26.886%

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).