

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Elementary School

CDS Code: 10 62547 6007421

School Year: 2022-23

LEA contact information:

Baldomero Hernandez

Superintendent

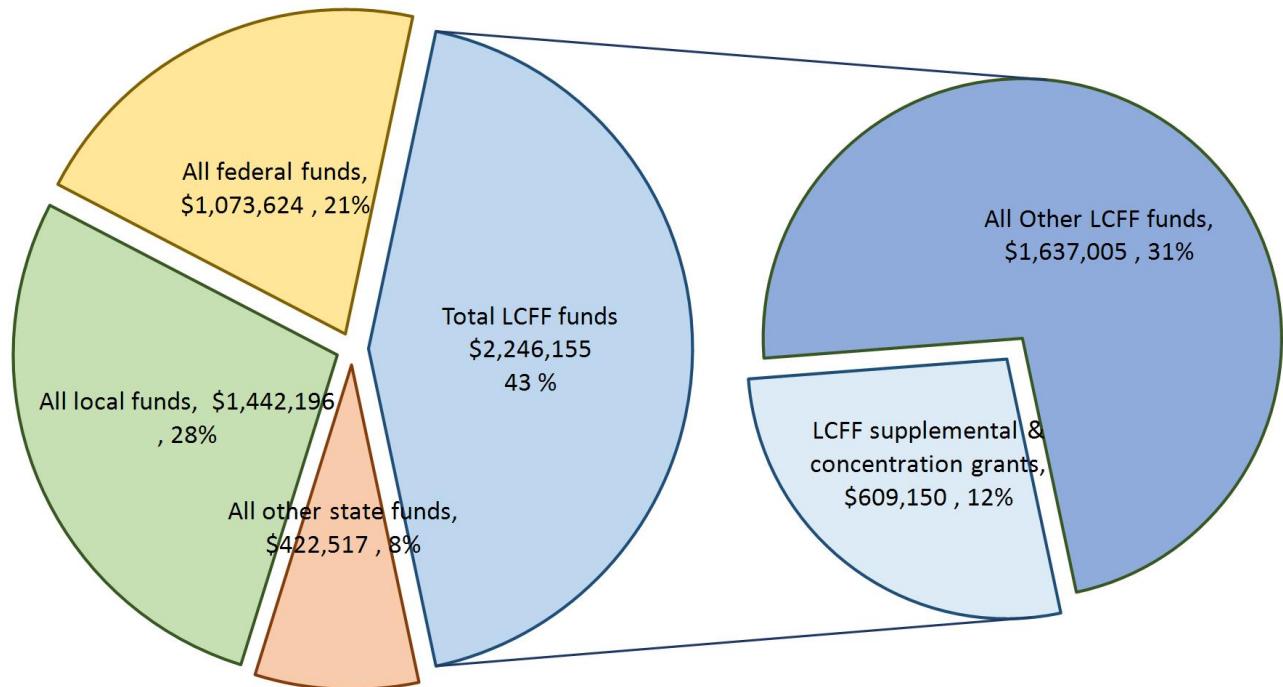
bhernandez@westside-elem.com

(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 2022-23 School Year

Projected Revenue by Fund Source



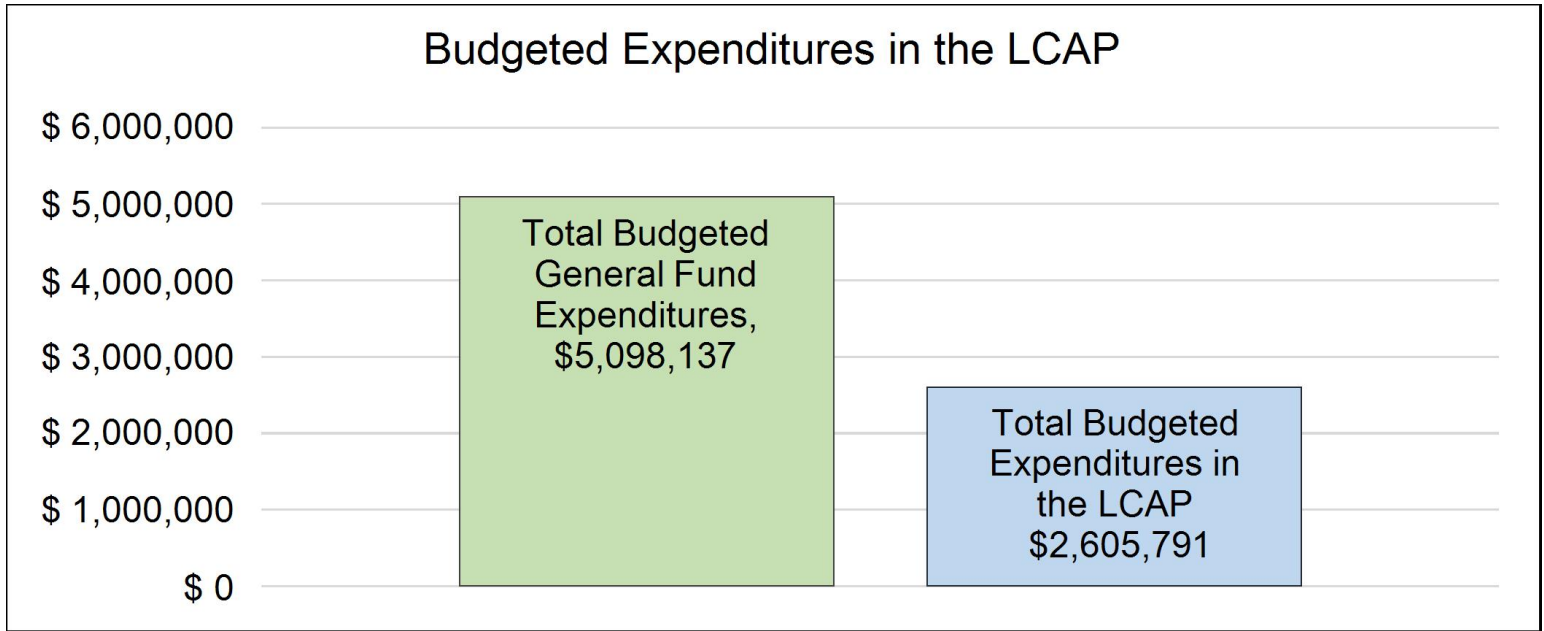
This chart shows the total general purpose revenue Westside Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westside Elementary School is \$5,184,492, of which \$2,246,155 is Local Control Funding Formula (LCFF), \$422,517 is other state

funds, \$1,442,196 is local funds, and \$1,073,624 is federal funds. Of the \$2,246,155 in LCFF Funds, \$609,150 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 2022-23. 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 \$5,098,137 for the 2022-23 school year. Of that amount, \$2,605,791 is tied to actions/services in the LCAP and \$2,492,346 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

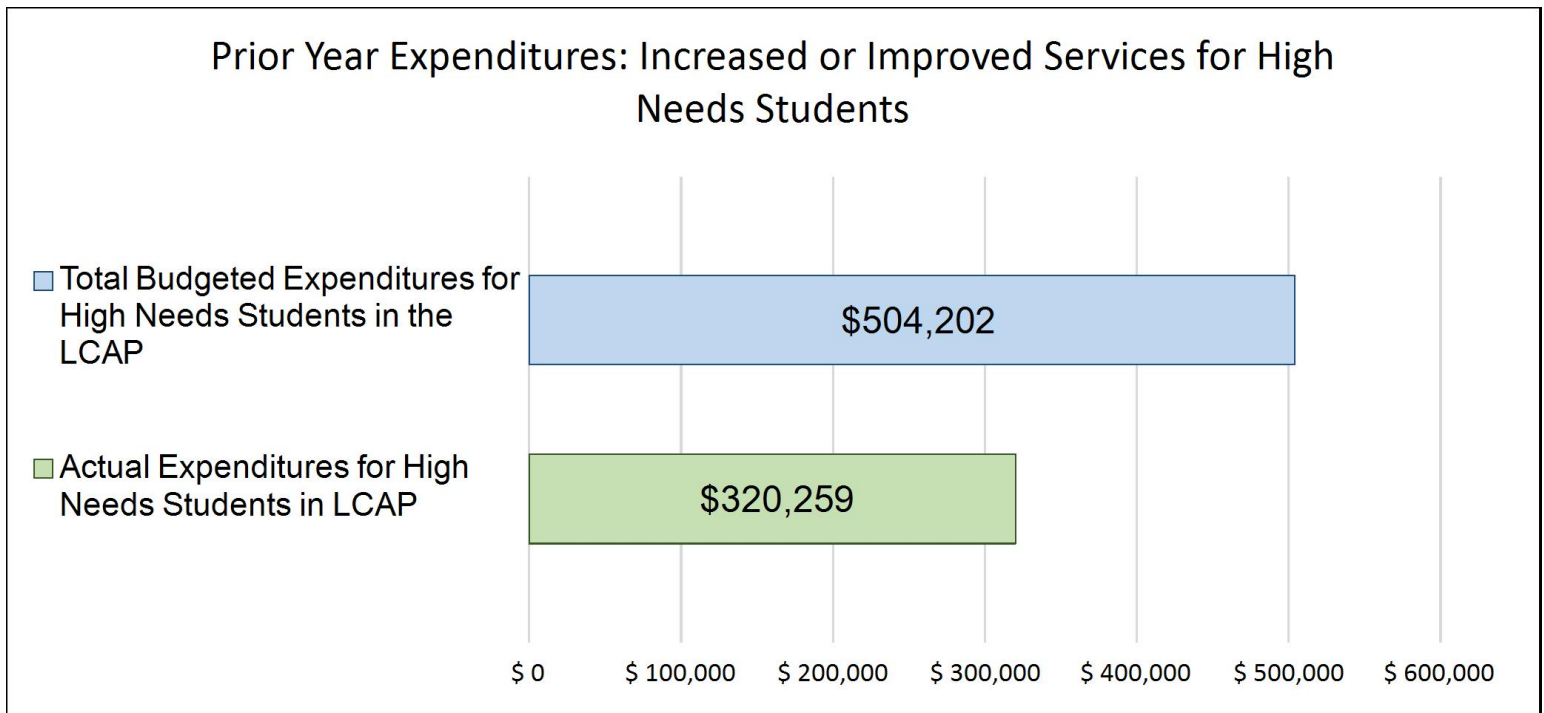
Westside does not include state or federal funds in the LCAP. Due to Covid-19 one-time funding, those one time funds were spent instead of Supplemental and Concentration dollars to meet the needs and increased or improve services for high needs students

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Westside Elementary School is projecting it will receive \$609,150 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 \$847,150 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 2021-22



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 2021-22, Westside Elementary School's LCAP budgeted \$504,202 for planned actions to increase or improve services for high needs students. Westside Elementary School actually spent \$320,259 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$183,943 had the following impact on Westside Elementary School's ability to increase or improve services for high needs students:

The LEA was able to meet the needs of High Needs students without spending 100% of the budgeted expenditures. Due to COVID, there was a reduction of in-person services provided, which reduced expenditures.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westside Elementary School	Baldomero Hernandez Superintendent/Principal	bhernandez@westside-elem.com 5598842492

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Westside Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Westside Elementary School will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners’ engagement opportunities in the first half of 2022.

Previous engagement opportunities include:
Local Control and Accountability Plan 2021-2022 www.westside-elem.k12.ca.us (p.5-6)

Upcoming engagement opportunities for these funds include:
District plans meetings to engage the various educational partners on the use of the funds. The district will hold DELCAC and PAC meetings in the early part of 2022 to engage and receive input/feedback on the usage of the funds. The district will also engage the other partners in the early part of 2022 to receive feedback such as the classified (CSEA Bargaining Unit) and the teachers (CTA Bargaining Unit). The district will engage with the student group in 2022 to gain feedback on their desired needs, and that feedback will be taken into consideration with the usage of the funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Westside Elementary School District has increased its support staff to support and improve 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 the students is deemed valued by the district to improve services and provide that extra support in the classroom to help mitigate learning loss. The district also chose to provide a stipend to all staff to help retain staff that provides direct services to students at Westside Elementary School. The district's decision on the stipend being given to the staff was viewed as something that needed to happen. The retention of the staff was extremely important to maintain the continuity of learning that has been taking place at Westside Elementary. As it has been documented small rural districts have 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 for students. During this unpredictable time, Westside Elementary wanted to ensure the students' learning needs remained stable, and the addition of the stipend would help maintain the services the students were receiving.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Westside Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Westside Elementary School sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant, and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID-19 Pandemic.

- Learning Continuity and Attendance Plan www.westside-elem.k12.ca.us/LCAP (p. 2-3)
- Expanded Learning Opportunities Grant Plan www.westside-elem.k12.ca.us/ELO (p.1-2)
- Local Control and Accountability Plan www.westside-elem.k12.ca.us/LCAP (p.5-6)
- ESSER III Expenditure Plan www.westside-elem.k12.ca.us/ESSER III (p. 2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Westside Elementary School District experienced many challenges and successes with the implementation of the ESSER III Safe Return to In-person Instruction and Continuity of Services Plan.

Health and Safety of students, educators, and other staff

Successes: The district had minimal amounts of disrupted in-person instruction due to COVID-19 outbreaks. Custodial/Cafeteria members had minimal absences due to COVID-19. The district was able to provide more support staff to serve the students in the classroom and provide additional janitorial staff, as well as extended hours. The district was able to set up and start COVID-19 testing at the school site, as well as partner with a medical group to test staff.

Challenges: Challenges included adhering to all the recommendations on testing, quarantining; parents not following the symptoms checklist, and sending their children to school with symptoms. Another noted challenge is lack of resources due to the rural location of the school and its community members.

Continuity of services

Successes: The implementation of using AB 130 for independent study has proven effective, and the teacher of record has committed to adhering to the guideline. The special education department has been able to sustain services to all of the SPED students during any quarantine periods. The independent contracts have been completed by over 90 percent of the students assigned a contract for short-term independent study.

Challenges: The district experienced a large number of absences due to COVID, and students had to quarantine for a period of 10 days. The district had to place many students on 15-day independent study contracts. The teachers had to often times adjust their daily/weekly lessons due to lack of in-person instruction for entire classes.

Implementation of the ESSER III Expenditure Plan

Successes: The district was able to fill 100 percent of the positions for operating the after-school program. The district was also able to provide transportation for 100 percent of the students staying for the after-school program. The district was able to purchase air filtration systems for the classrooms, and will soon begin to place those systems into the classrooms.

Challenges: The district has experienced challenges in starting the programs designed to assist the learning loss of students due to COVID-19 issues, and construction setbacks with the cafeteria. Teachers' willingness to support the programs has been met with some hesitation due to conflicting schedules after their work days, especially for our after-school program. Students' resistance to stay for after-school because it limits their social time, and lack of parental support because of childcare issues at home, or work related conflicts.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan

Westside Elementary School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction, Continuity of Services plan, and the ELO plan to implement and purchase items necessary for the needs of the students. In the district's ELO plan we will offer an extended school year, a four-week summer school, and after-school tutoring for grades K-8. The district has also ensured the health and safety of the students are being met by providing PPE and extra janitorial services. The implementation of these additional funds received in the 2021-2022 school year is specifically aligned to the LCAP by addressing the needs of the students. The district within Goal 4 Action 2 and 3 addresses the climate and connectedness among the parents and students of the school. About 96% of the surveyed students on the climate and connectedness surveys reported feeling a sense of safety while on campus. The results of the parental climate and connectedness surveys resulted in 95% of the parents feeling a sense of safety with having their children on the campus. Within those actions, the school has ensured that the fiscal resources are used to implement those services on the students.

ESSER III Expenditure Plan

Westside Elementary School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by using the funds to retain teachers, maintain busses/school facilities, provide essential cleaning supplies, extra janitorial services, PPE, and upgrade the drinking fountains. The district also used its fiscal resources to retain paraprofessionals, provide professional development, and create a community hub. The implementation of the additional funds received in the 2021-2022 school year is specifically aligned to the LCAP by addressing the needs in goals 1 and 2. Actions 1 and 2 of goal 1 detail the implementation of funds being used to maintain continuous and safe in-person learning. Actions 1 and 2 of goal 2 detail the implementation of funds being used to address the academic impact of lost instructional time.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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	Baldomero Hernandez Superintendent	bhernandez@westside-elem.com (559) 884-2492 ext. 2493

Plan Summary [2022-23]

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, and district business staff, twelve classroom teachers, one resource specialist, and one English Language Development teacher/instructional coach. The teachers are assisted by six instructional aides. 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 Fall 1 CALPADS Census, October of 2021/22 school year, the total enrollment of the school/district was 166. That is a decrease of 14 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 (99.4%), 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 and the Big Fresno Fair for the Primary Grades. Students in various grade levels also went to Scout Island. 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 camping trip to Monterey, which includes visits to the Monterey Aquarium, and a local Mission, and, for 8th grade, the Youth Educational Services in Disneyland. (Many of these activities have been put on hold due to the COVID-19 Virus, and some of the activities have been brought back due to relaxed recommendations on the COVID-19 Virus). As rewards for academic achievement (Honor Roll) and Positive Behavior ("WILD"), trips and programs have included Artes America Case de Cultura, bowling, 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. (Many of these activities have been put on hold due to the COVID-19 Virus, however, some have been added this year due to less restricted measures of COVID-19 Virus). 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 planning 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 achieved Gold Level status in Positive Behavior Intervention and Support (PBIS). 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), though those improved overall in the spring of 2019. In the spring of 2020, this assessment was halted due to Covid 19. The SBAC/CAASPP was again administered in the spring of 2021. The results of the test revealed a limited amount of students met or exceeded the standards in both ELA and Math. The district also administered a local benchmark in both ELA and Math. The results of that benchmark indicated a limited amount of students met or exceeded the standards in both ELA and Math as well. Westside will continue to administer both the state tests as well as the local benchmarks in the future. 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 (some of these were pushed back or put on hold due to the COVID-19 Virus, however, many have are now back to scheduled as normal without restrictions or modifications). We currently have a full-time English Learner Intervention Teacher that will be able to not only focus on the long-term ELs in grades 4-8 but will have time to also work with at-risk students in the primary grades, with the focus on third grade. Progress for our English Learners continues to be a major goal of our programs.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicator the CAASPP/SBAC, Fall 2021 a limited amount of our students met or exceeded the standard in Mathematics and English-Language Arts. On the ELA only 10.44% met or exceeded the standard for ELA. In Math, only 4.39% met or exceeded the standard for Math. The results are lower than the previous year prior to the COVID-19 Virus postponed the test in 2020, however having limited in-person instruction the district believes the results are reasons for success because of the lack of in-person instruction. The district's EL learners continue to maintain stable growth based on their summative ELPAC tests. According to the results of the summative ELPAC, 10.19% of the district's EL students were proficient. The state average was 13.98%, which is only slightly higher than Westside Elementary. Based on the circumstances that COVID-19 has impacted the district, the results are viewed as being successful even though they were slightly below the state average. The continued movement of the English Learners to being proficient and reclassified continues to be a priority of the district. The support of the Intervention teacher has been a success in terms of improving the academic performance of our English learners. Another success the district and the teachers have seen that has contributed to improved academic performance is the professional development that has occurred throughout the school year. Many of these professional development training sessions have instilled added teaching strategies, tools, and methods that have helped support our teachers in providing our students with a

learning environment that has improved the overall academic performance of our students. The LEA has plans to keep providing the teachers and support staff with professional development to support our students learning needs in the hope to foster greater academic performance each school year. The continued support of the Intervention teacher will also be a position the district will maintain because the need to support our students remains an important step in their academic performance among our students. The district is committed to supporting the needs of the students in order to ensure academic growth.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to data from the CAASPP/SBAC and our local indicators, Fall 2021 and Spring 2021, our greatest areas of need are in SBAC/Local Indicators test performance in English Language Arts and Mathematics. The suspension of performance indicators due to AB 130 and SB 98 in the Dashboard for 2020-21 and 2021-22 has created some difficulty for the district, but the district has still been able to identify needs based on local indicators and SBAC results. The indicators are as follows: for all students (10.44% Met or Exceeded Standard for ELA and 4.39% Met or Exceeded Standard for Math), the English Learners (5.08% Met or Exceeded Standard for ELA and 1.69% Met or Exceeded Standard for Math), and for the Economically Disadvantaged (9.18% Met or Exceeded Standard for ELA and 3.06% Met or Exceeded Standard for Math) All subgroups are still not in the Met or Exceeded Level at this time and will continue to be areas of need going forward. The district will continue to implement after-school tutoring when the district is back to in-person instruction to help address these academic needs, and help mitigate learning loss. Due to the COVID-19 Virus, we have a gap in our SBAC test results, because of not taking the SBAC test in the Spring of 2019. The district has since used local indicators in conjunction with SBAC scores to identify student needs. The district will be adding teacher-provided after-school tutoring up to five days a week for all students, especially for those falling below, for students scoring Standard Not Met and Standard Nearly Met on the SBAC and local indicators, and those students that struggled during the distance learning portion. The district will also continue to provide professional development support for teachers in English Language Arts and Mathematics. Due to the COVID-19 virus, many of the professional development supports are done via Zoom or another web-based platform. The district has adopted a reading inventory and math inventory program through HMH that will provide the teachers with an assessment tool to assist in identifying students' needs and strengths. The vast majority of our students enter kindergarten as English Learners, and our goal is by 4th or 5th grade to have all students re-designated as English Proficient. In order to help us achieve this goal, we will continue to provide a full-time English Learner Intervention teacher. In addition to enabling the Intervention Teacher time to work with primary grade students who are deemed at-risk in their English acquisition skills, this person will also serve as an Instructional Coach, leading professional development and PLCs, and co-ordinating pacing and assessments. The district is focused on supporting the EL students with services that will lead to them being reclassified. The Intervention teacher will continue to be a focal point of the district's services every year to support our EL students. The implementation of the desired services will be dependent on how the COVID-19 virus impedes the district on in-person instruction in the 2022-2023 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

We will continue to provide a full-time English Learner Intervention Teacher. The teacher will be able to not only focus on the long-term ELs in grades 4 - 8 but will have time to also work with at-risk students in the primary grades, with the focus on second and third graders. The district will continue to offer enrichment programs to our kindergarten through eighth-grade students. The district will continue to attempt to incorporate some concepts of a music program to enrich all grade levels. The district plans on resuming its folkloric dance after-school beginning in the 2022-2023 school year. The district has purchased 30 brand-new up-to-date computers for our existing computer lab, which will not only support the learning needs of our students but be accessed by members of the community. We have Chromebooks distributed to grades 5 through 8 as of the 2019-2020 school year. Students in grades K - 4 use Ipads, however during the 2021-2022 school year the district has purchased enough Chromebooks to be given to grades 2-8. Our current 2nd-grade class is currently using a Chromebook that has a touch screen component that is viewed as being similar to their Ipads. During the pandemic year of 2020-2021, the district purchased many hot spots to help with connectivity for their distance learning instruction. With the shift back to in-person instruction the hot spots have still been instrumental in connecting students with instruction. Students that had to go on the independent study program were able to connect to instruction using their hot spots as well as their devices. Teachers were able to continue with instruction with limited discourse due to absent students. Our goal of one-to-one technology to student ratio, with the purchase of enough Ipads and/or Chromebooks for each student, has been completed, we are now in the stages of replacing aging devices and improving our technology devices with newer more advanced devices.

Some of the major goals of our work in 2022-2024 will be to increase the progress of our English Learners, improve SBAC scores in ELA/Math, upgrade our grounds and increase security around the perimeter, and increase parent's capacity to help their children academically, by providing instruction in English for our parents. Our goals have continued to be to increase the progress of our English Learners and improve SBAC scores in ELA/Math. Our school is currently going through a remodeling period, so many classrooms, the cafeteria, parts of our grounds, and perimeter have seen upgrades. We will continue with improving the facilities, grounds, etc. during the school year and beyond. We will continue to invest time and money into professional development for our teachers. The district has completed the 5th year of implementation of the HMH Reading/Language Arts programs, "Journeys", "Collections" and "Escalate English". Professional development will include annual refresher training. The district is also providing after-school tutoring for students. Due to the COVID-19 virus, our after-school tutoring shifted to online mostly, however, we have since been able to bring our after-school tutoring program back to full in-person as of the beginning of the 2021-2022 school year. Professional development will continue in math, as well as student engagement strategies and our teachers will receive technology support/ideas/guidance from the Fresno County Superintendent of Schools support staff. The district plans to continue to support the teachers and staff with professional development in social and emotional training throughout the year as well. Due to the COVID-19 virus, this has become a more pressing need that will have to be addressed for the learning process to continue. Many concepts and programs have had to be placed on hold due to the COVID-19 virus, however, once a sense of normalcy begins to resonate back on campus, we can open up our "STEM" room, including our enrichment classes, etc. The district will continue to strengthen and improve each existing component to promote optimal learning, and a safe environment, and maintain facilities for both the students and staff at Westside Elementary.

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.

We are a one school, K-8th grade. The school is not 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.

The school/district is not identified as CSI.

Monitoring and Evaluating Effectiveness

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

We are not a CSI district or school.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Due to COVID-19, our usual Parent Informational Meeting at our Back to School Night in late August did not happen. During this meeting, the LEA would review the Local Control Funding Formula, and sign-ups for Parent Advisory Committee (PAC), and the District English Language Learners Committee (DELAC) would have occurred. The district instead during the week of August 24th made phone calls to parents to seek parents interested in participating in the School Site Council, Parent Advisory Committee, and the District Language Learner Committee. Due to the long-term effects of COVID-19, the district continues to strengthen ways of communication between the district and parents. Beginning in the 2022-2023 school year the district will once again provide a Parent Informational Meeting at the Back to School Night.

The district met with classified staff and teachers from January through May, to review the goals of the previous LCAP and to discuss the current goals for the 2022-2023 LCAP. In addition, the district met with the CSEA and CTA Bargaining Unit leadership on May 3rd, 2022 to review student outcomes, progress in meeting the goals of the 2021-2022 LCAP, and address feedback in the 2022-2023 LCAP.

The superintendent/principal has been involved in the ongoing development of the current LCAP. The superintendent/principal was present during the May 3rd, 2022, and May 17th meetings. The superintendent/principal has been involved in the ongoing development of the current LCAP during meetings from January-May.

On May 17th, 2022, the Parent Advisory Committee, District English Learner Advisory Committee, and School Site Council, all met to review the goals of the 2022-2023 LCAP. The PAC, DELAC, and SSC all discussed the goals of the previous LCAP and discussed the goals of the 2021-2022 LCAP. The consensus was that the goals presented were important and still relevant to our LEA, its students, staff, and parents. The following information, related to the 8 State Priorities, was presented and discussed: increase in technology for students and continued training for teachers, parent engagement activities, ELD intervention, updates on school facility maintenance, and student achievement level results on SBAC and ELPAC tests.

SELPA Collaboration and Input

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 from that educational partners. 2021 - 2022 Operations meetings were held on September 16, 2021, October 14, 2021, November 16, 2021, January 13, 2022, February 17, 2022, March 10, 2022, April 7, 2022 and May 12, 2022.

School Site Parent Input: The district requested input from parent groups regarding the Local Control and Accountability Plan. The district requested feedback and suggestions through their School Site Council, District English Learner Advisory Committee, Parent Advisory Committee, and Student Site Council. The district also sent home parent surveys in the month of April to gain input from parent groups in regards to the school and connectedness/safety.

In early August 2021 and April 2022, 4th through 8th-grade students were given questions that covered areas on the LCAP such as technology, connectivity, school climate and safety, and the school grounds.

On May 17th, 2022, the PAC, DELAC, and Student Site Council groups were presented with the LCAP for 2022-2023. There was a discussion, led by Superintendent Hernandez, about Title 1, Title 2, and Title 3, the goals, actions, and priorities, but no formal concerns or issues were presented to him for a response. Classified staff/members of CSEA were also presented with the LCAP on this date.

The LCAP is available to the public on June 7th, 2022.

Public Comment Period is June 7th-June 17th.

On June 7th, 2022, the Governing Board of Westside Elementary School held a public hearing on the LCAP, and Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2). Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2). 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.

The approval of the LCAP 2022-2023 is June 21st, 2022

A summary of the feedback provided by specific educational partners.

The educational partners of the PAC, DELAC, and School Site Council were supportive of the plan proposed by the LEA. A trend that was overwhelmingly discussed was the importance of Goal 4 Action 1. The parents discussed the importance of including music, performing arts, and athletics. Another trend that occurred during a meeting on May 17th with PAC and DELAC was bringing back parent enrichment events such as the Harvest Festival and the school Carnival. This is in Goal 4 Action 3 of our 2021-2022 LCAP.

Discussion with the classified (CSEA), teachers (CTA), administration, DAC, DELAC, and School Site Council has centered around the impact of learning loss due to COVID-19. Discussion with the classified (CSEA), teachers (CTA), administration, PAC, DELAC, and School Site Council has also centered around attendance issues that have also been affected by the COVID-19 Virus. In Goal 2 Action 6 the LEA has developed the action for that goal to help address the learning loss. For the trend with attendance, the LEA will help address that issue in Goal 4 Action 2.

Student input through surveys showed a continued need to have connectivity for learning, and 100% of the students liked having an electronic device to help complete the assignments and connect with their teachers.

A description of the aspects of the LCAP that were influenced by specific input from 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 4.2. 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.

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.

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.

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 unavailability of the 2021 Dashboard			100% Assigned and Credentialed 0% Vacancies Data Year: 2023-24 Data Source: California School Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.			100% with a rating of "Exemplary". Data Year: 2023-24 Data Source: FIT
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: 2023-24 Data Source: Local Indicator Report

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Salaries and Benefits	Provide salaries for all certificated (properly credentialed teachers), office support, and administrative staff.	\$774,369.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$406,531.00	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.	\$577,741.00	No
1.4	Staff stipends	A review of CAASSP data, as noted in the LCAP metrics sections, has shown that Westside Elementary's Low-Income and English Learner students performed below the All Student group in ELA and Math. A local needs assessment found that our Low-Income and English Learner students who have access to the most experienced teachers perform better in the areas of math and ELA. As it has been documented that 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 Low-Income and English Learner students need the most, and facilitate 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. This is designed to best meet the needs of our Low-Income and English Learner students. However, we expect that all students will benefit from these services and programs as well, and they will be provided on an LEA-wide basis. We expect that this will increase the CAASSP ELA and Math scores for our Low-Income and English Learner student population.	\$168,000.00	Yes

Goal Analysis [2021-22]

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 actions outlined in Goal One supported the progress in providing highly qualified teachers, support staff, administration, transportation services, and well-maintained facilities. All students were provided access to instructional materials which are State Adopted and Common Core aligned.

Action 1: The salaries and benefits action was implemented as planned. Action 1 supported the overall implementation of the goal by providing salaries for all certificated (properly credentialed teachers), office support, and administrative staff.

Action 2: The Maintaining of transportation services and school facilities action was implemented as planned. Action 2 supported the overall implementation of the goal by continuing to fund and upgrade our buses and maintaining all buildings and school grounds in a safe, compliant condition.

Action 3: The continued use of state-adopted curriculum and materials for all students was implemented as planned. Action 3 supported the overall implementation of the goal of providing instruction to all students using the latest adopted state curriculum and material purchased by the district.

Overall Implementations Successes: Based on the enrollment being reduced success for the district was being able to keep all staff. The district was therefore able to provide the continued instruction with their highly qualified teachers, and the support staff was able to continue to provide the support to the students for their continued growth. In addition, the district was able to continue to fully fund the transportation department and facilities costs for the school year. The district was able to provide the highly qualified teachers with the most up-to-date curriculum to provide the students with the most optimal learning experiences.

Overall Implementations Challenges: The biggest challenge was addressing the loss of transportation personnel due to retirement. The district was faced with having to fill all three bus driver positions at the end of the 2020-2021 school year. Due to COVID and the high demand for transportation employees, it was difficult for our small rural district to find replacements for our retired transportation personnel.

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

There are no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal One supported the progress in providing highly qualified teachers, support staff, administration, transportation services, and well-maintained facilities. All students were provided access to instructional materials which are State Adopted and Common Core aligned.

Action 1 Salaries and Benefits: As stated in the first prompt, the action was implemented as planned. Action 1 supported the overall implementation of the goal by providing salaries for all certificated (properly credentialed teachers), office support, and administrative staff.

Action 2 Maintain transportation services and school facilities: As stated in the first prompt, the action was implemented as planned. Action 1 supported the overall implementation of the goal by continuing to fund and upgrade our buses and maintaining all buildings and school grounds in a safe, compliant condition.

Action 3 state-adopted curriculum and Materials: As stated in the first prompt, the action was implemented as planned. Action 1 supported the overall implementation of the goal by providing instruction to all students using the latest adopted state curriculum and material purchased by the district.

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

For any metric whose baseline data came from the Dashboard, the Year 1 Outcome data source was adjusted due to not having a 2021 Dashboard. We intend to return to using the Dashboard moving forward. For the Facilities and Access to Standards aligned instructional materials metrics, the baseline data source was adjusted to the most appropriate data source.

A new Action 4 was created in order to include the Concentration Grant 2.0 funds in stipends to facilitate staff retention.

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	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.

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.

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	All: Met/Exceeded 10.44%, Nearly Met 25.22%, Not Met 64.35% LI:Met/Exceeded 9.18%, Nearly Met 24.49%, Not Met 66.33% FY: N/A EL:Met/Exceeded 5.08%, Nearly Met 13.56%, Not Met 81.36% 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 12%, Nearly Met 27%, Not Met 60% LI: Met/Exceeded 11%, Nearly Met 26%, Not Met 63% FY N/A EL: Met/Exceeded 7%, Nearly Met 15%, Not Met 78% Data Year: 2023-24 Data Source: California Dashboard *Desired Outcomes Updated to include student groups
Local Indicator: ELA	Advanced: 1% Proficient: 15% Basic: 46% Below Basic: 38%	All Students: Advanced: 5% Proficient: 14% Basic: 47%			All: Advanced: 5% Proficient: 40% Basic: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Data is not divided into subgroups) Data Year: 2020-2021 Data Source: HMH Assessments	Below Basic: 35% LI Students: Advanced: 5% Proficient: 14% Basic: 47% Below Basic: 35% Foster Students: N/A English Learner: N/A Data Year: 2021-2022 Data Source: HMH Assessments *Desired Outcomes Updated to include student groups			Below Basic: 20% LI: Advanced: 5% Proficient: 40% Basic: 35% Below Basic: 20% FY: N/A EL: N/A Data Year: 2023-24 Data Source: HMH Assessments *Desired Outcomes Updated to include student groups
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			TBD Data Year: 2023-24 Data Source: California Dashboard *Desired Outcomes Updated to include student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Data Source: CAASPP/DataQuest</p> <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 Indicator: Math	<p>Advanced: 2% Proficient: 12% Basic: 30% Below Basic: 57%</p> <p>Data Year: 2020-2021 Data Source: HMH Assessments</p>	<p>All Students: Advanced: 3% Proficient: 9% Basic: 25% Below Basic: 63%</p> <p>LI Students: Advanced: 3% Proficient: 9% Basic: 25% Below Basic: 63%</p> <p>Data Year: 2021-2022 Data Source: HMH Assessments</p> <p>*Desired Outcomes Updated to include student groups</p>			<p>Advanced: 5% Proficient: 40% Basic: 35% Below Basic: 20%</p> <p>Data Year: 2023-24 Data Source: HMH Assessments</p> <p>*Desired Outcomes Updated to include student groups</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 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% Teachers integrate technology in at least three lessons weekly Data Year: 2021-22 Data Source: Local Data: review of teacher lesson plans			100% Teachers incorporate technology in multiple lessons weekly and daily. Data Year: 2023-24 Data Source: Local Data: review of teacher lesson plans
Other Pupil Outcomes	100% one to one electronic device connectivity Data Year: 2020-21 Data Source: Local indicator *Baseline data source was amended to Local 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 Data Year: 2021-22			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: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Local Data: number of devices per pupil *Desired Outcomes Updated to include student groups			Data Source: Local Data: number of devices per pupil *Desired Outcomes Updated to include student groups

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Paraprofessionals in the classroom	<p>Upon reviewing our local and state assessment data broken down by subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the Low Income, English learner’s student population. The details follow: Our Low Income and English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment and district experience, our low-income students experience a lack of access to academic support and resources outside of the school environment, which was exacerbated during the pandemic.</p> <p>Westside will address this need by having paraprofessionals in the classroom providing support for our Low Income and English learners students in grades TK-8. Using the additional concentration funds provided initially during the 2021-22 school year, the district provided additional hours to instructional assistants and custodial staff. Each paraprofessional assigned increases the learning opportunities by facilitating one-to-one/small group additional support, scaffold, and differentiation to the identified students in a focused and more individualized setting. Classroom-based paraeducators will provide greater educational access and are key to meeting the needs of each individual student, especially the Low Income and English learner students. This action is designed to meet the needs most associated</p>	\$363,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p>		
2.2	Professional Development for Teachers	<p>Upon reviewing our local and state ELA and Math assessment data are broken down by subgroups, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the Low Income, English learner student population. The details follow: Based on a local needs assessment and district experience, our low-income students experience a lack of access to academic support and resources outside of the school environment, which was exacerbated during the pandemic. Westside will address this need by providing teachers and staff with a variety of professional development pieces of training, both on-site and online to better serve Low Income, English learners students. To improve academic achievement, it is essential that the best first instruction is provided which requires well-trained and supported teachers. We acknowledge the research showing that one of the most effective practices a district can engage to have a positive effect on student learning outcomes is to provide ongoing professional development for teachers that is targeted to each teacher's needs. 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-risk students such as differentiation, scaffolding, trauma-informed practices, and integration of culturally relevant practices. These professional development and coaching opportunities will provide greater educational access and are key to meeting the needs of LI and EL students. This action is designed to meet the needs most associated with English learners and low-income</p>	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.		
2.3	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	Upon reviewing our local and state ELA and Math assessment data broken down by subgroups, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the Low Income, English learner student population. Our Low Income, English learners, students show the most opportunity for continued academic improvement based on the most current state and local data. Based on a local needs assessment and district experience, our low-income students experience a lack of access to academic support and resources outside of the school environment, which was exacerbated during the pandemic. Westside will address this need by providing support and enrichment opportunities to strengthen our students' academic achievement. Due in part to their low-income status, unduplicated students 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. Therefore, we will provide supplemental instructional materials and technology that are principally directed toward the unduplicated students and effective in providing equity in access to learning materials that support and enhance core instruction. We 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. Our 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. Additional	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supplemental materials, hands-on learning, and engagement opportunities will allow for students 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. We anticipate the student performance on Smarter Balanced Math and ELA growth assessment will reveal improved performance for these low-income and EL students as a result of providing our students with the support and enrichment. Our student performance levels have increased since 2016. Each year more of our students make progress in achieving a score of "Met" on the Smarter Balanced Assessment. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p>		
2.4	Provide Engagement activities for unduplicated students	<p>Upon reviewing our local and state ELA and Math assessment data broken down by subgroups, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the Low Income, English learner student population. Our Low Income, English Learners, and Hispanic students show the most opportunity for continued improvement based on the most current state and local data.</p> <p>A local needs assessment and teacher survey results, indicated the need for engagement activities and other supplemental learning experiences, because our low-income students lack access to these resources outside of the school environment. This lack of access was exacerbated by the pandemic. Westside will address this need by providing a variety of activities to harness the optimal learning environment for our students. We will provide both in-class engagement activities as well as off-site opportunities for our students to have a learning experience. We will partner with outside agencies to help promote a positive learning environment for our students. We will provide social/emotional support services for our students as well as our families. These additional opportunities will support the</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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. Our student performance levels have increased since 2016. Each year more of our students make progress in achieving a score of "Met" on the Smarter Balanced Assessment. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p>		
2.5	Improved/Continued Technology access for the unduplicated students	<p>Upon reviewing our local and state ELA and Math assessment data broken down by subgroups, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the Low Income, English learner student population. Our Low Income and English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment and district experience, our low-income students experience a lack of access to academic support and resources outside of the school environment, which was exacerbated during the pandemic. Due in part to their low-income status, unduplicated 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. Westside will address this need by purchasing Chromebooks for grade 3-8 which are principally directed toward the unduplicated students and is effective in providing equity in access to technology and learning materials that support and enhance core instruction. The chromebooks are utilized at school, during the regular school, Independent Study, and for the after-school tutoring program. In addition, students will begin to use their chromebooks at home. This will allow students to expand upon or practice the skills learned from school, while at home. We anticipate the student</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>performance on Smarter Balanced Math and ELA, as well as on the local ELA and Math benchmarks growth assessment will reveal improved performance for English learners and low-income students, and all students. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p>		
2.6	Provide extended learning opportunities	<p>Upon reviewing our local and state assessment data broken down by subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the Low Income, English learner student population. Our Low Income and English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment and district experience, our low-income students experience a lack of access to academic support and resources outside of the school environment, which was exacerbated during the pandemic. Westside will address this need by providing opportunities for our students to have access to extending learning programs. In the fall of 2022, we 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. The instructional design will address the needs of Low-Income and English Learner learning gaps in a quick and responsive manner. Additional tutoring will provide the time and targeted instruction needed for students to recover lost skills and reinforce the foundational learning necessary to be successful within the classroom. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for English learners and low-income students. This action is designed to meet the needs most associated with English learners and low-income students. However,</p>	\$22,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.		

Goal Analysis [2021-22]

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 actions outlined in Goal Two supported the progress in improving 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 1: The use of paraprofessionals in the classroom was implemented as planned. Action 1 supported the overall implementation of the goal by having paraprofessionals in the classroom providing support for our Low Income and English learners students in grades TK-8. Each paraprofessional assigned increases the learning opportunities by facilitating one-to-one/small group additional support, scaffold, and differentiation to the identified students in a focused and more individualized setting.

Action 2: Professional Development for Teachers was implemented as planned. Action 2 supported the overall implementation of the goal by providing teachers and staff with a variety of professional development pieces of training, both on-site and online to better serve the students with disabilities, and 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.

Action 3: Providing Support and Enrichment for the low-income and EL students in English Language Arts and Mathematics was implemented as planned. Action 3 supported the overall implementation of the goal by providing support and enrichment opportunities that will strengthen our students' academic achievement. Due in part to their low-income status, unduplicated students have the least access to supplemental learning materials that will enhance their learning and provide opportunities to practice their learning during and beyond core instructional time.

Action 4: Providing Engagement activities for low-income and EL students was implemented as planned. Action 4 supported the overall implementation of the goal by providing a variety of activities to harness the optimal learning environment for our students. We provided both in-class engagement activities as well as off-site opportunities for our students to have a learning experience. As well we provided social/emotional services for our students as well as families. These additional opportunities supported the development of the whole child and provided students with the skills necessary to cope with difficult situations and experience the standards in real-world situations.

Action 5: Improved/Continued Technology access for the low-income and EL students was implemented as planned. Action 5 supported the overall implementation of the goal by providing opportunities to practice their learning and meaningful engagement in activities that support learning during and beyond core instructional time. The purchasing of Chromebooks for grade 3-8 were principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction.

Action 6: Providing extended learning opportunities was implemented as planned. Action 6 supported the overall implementation of the goal by providing opportunities for our students to have access to extending learning programs. The district provided an after-school tutoring program for all students, especially the students that were struggling in academics.

Overall Implementations Successes: The LEA was able to continue to provide paraprofessionals in grades K-8 with extra support in enhanced learning for all students. The LEA was able to maintain the current amount of paraprofessionals in the classrooms, and add additional hours of support to a few of the current paraprofessionals to extend the support.

Overall Implementations Challenges: The LEA challenges included replacing the retired paraprofessionals with newly hired paraprofessionals. The newly hired paraprofessionals needed to be acclimated to their positions, and therefore a lack of continuity from the previous years occurred. Another challenge the LEA faced was providing the extended after-school tutoring program. Due to COVID and extended quarantined students, the after-school program was not able to fully be implemented until the month of February 2022.

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 had a material difference below the budgeted amount due to a reduced need for in-person janitorial and paraprofessional support during the pandemic. This had no impact on services provided due to students attending remotely during the pandemic.

Action 2.2 had a material difference below the budgeted amount due to limited in-person instruction because of COVID. The teachers did not have to attend professional development training off-site, and fewer pieces of training were implemented due to COVID.

Action 2.6 had no expenditures due to the unavailability of extended learning opportunities during the pandemic and extended periods of student quarantine. This had no impact on services to students because high-interest opportunities were provided using online resources.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal Two supported the progress in improving 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 1: Paraprofessionals in the classroom: For this action, our expectation was to set a baseline for state-level ELA and Math assessments for low-income and English Learners. Year 1 Outcome data revealed that the state-level ELA assessments for low-income students were Met/Exceeded 9.18%, Nearly Met 24.49%, and Not Met 66.33%. For English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. Year 1 Outcome data revealed that state-level Math assessments for low-income students were Met/Exceeded 3.06%, Nearly Met 21.43%, and Not Met 75.51%. For English Learners, results were Met/Exceeded 1.69%, Nearly Met 15.25%, and Not Met 83.05%.

For local benchmark assessments, the expectation was to increase the percentage of low-income students reaching proficient or advanced in local benchmark ELA and Math assessments. Year 1 Outcome data revealed that local ELA benchmark assessments results for low-income students showed an increase from 16% to 19% in the percentage of students achieving proficiency or advanced. Year 1 Outcome data revealed that local Math benchmark assessments results for low-income students showed a slight decline from 14% to 12% in the percentage of students achieving proficiency or advanced. It is the LEA's experience that increased absences due to COVID-related quarantines contributed to the decrease in local Math benchmark assessment results.

Action 2: Professional Development for Teachers: For this action, our expectation was to set a baseline for state-level ELA and Math assessments for low-income and English Learners. Year 1 Outcome data revealed that the state-level ELA assessments for low-income students were Met/Exceeded 9.18%, Nearly Met 24.49%, and Not Met 66.33%. For English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. Year 1 Outcome data revealed that state-level Math assessments for low-income students were Met/Exceeded 3.06%, Nearly Met 21.43%, and Not Met 75.51%. For English Learners, results were Met/Exceeded 1.69%, Nearly Met 15.25%, and Not Met 83.05%. For local benchmark assessments, the expectation was to increase the percentage of low-income students reaching proficient or advanced in local benchmark ELA and Math assessments. Year 1 Outcome data revealed that local ELA benchmark assessments results for low-income students showed an increase from 16% to 19% in the percentage of students achieving proficiency or advanced. Year 1 Outcome data revealed that local Math benchmark assessments results for low-income students showed a slight decline from 14% to 12% in the percentage of students achieving proficiency or advanced. It is the LEA's experience that increased absences due to COVID-related quarantines contributed to the decrease in local Math benchmark assessment results.

Action 3: Provide Support and Enrichment for the low-income and EL students in English Language Arts and Mathematics: For this action, our expectation was to set a baseline for state-level ELA and Math assessments for low-income and English Learners. Year 1 Outcome data revealed that the state-level ELA assessments for low-income students were Met/Exceeded 9.18%, Nearly Met 24.49%, and Not Met 66.33%. For English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. Year 1 Outcome data revealed that state-level Math assessments for low-income students were Met/Exceeded 3.06%, Nearly Met 21.43%, and Not Met 75.51%. For English Learners, results were Met/Exceeded 1.69%, Nearly Met 15.25%, and Not Met 83.05%. For local benchmark assessments, the

expectation was to increase the percentage of low-income students reaching proficient or advanced in local benchmark ELA and Math assessments. Year 1 Outcome data revealed that local ELA benchmark assessments results for low-income students showed an increase from 16% to 19% in the percentage of students achieving proficiency or advanced. Year 1 Outcome data revealed that local Math benchmark assessments results for low-income students showed a slight decline from 14% to 12% in the percentage of students achieving proficiency or advanced. It is the LEA's experience that increased absences due to COVID-related quarantines contributed to the decrease in local Math benchmark assessment results.

Action 4: Provide Engagement activities for low-income and EL students: For this action, our expectation was to set a baseline for state-level ELA and Math assessments for low-income and English Learners. Year 1 Outcome data revealed that the state-level ELA assessments for low-income students were Met/Exceeded 9.18%, Nearly Met 24.49%, and Not Met 66.33%. For English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. Year 1 Outcome data revealed that state-level Math assessments for low-income students were Met/Exceeded 3.06%, Nearly Met 21.43%, and Not Met 75.51%. For English Learners, results were Met/Exceeded 1.69%, Nearly Met 15.25%, and Not Met 83.05%. For local benchmark assessments, the expectation was to increase the percentage of low-income students reaching proficient or advanced in local benchmark ELA and Math assessments. Year 1 Outcome data revealed that local ELA benchmark assessments results for low-income students showed an increase from 16% to 19% in the percentage of students achieving proficiency or advanced. Year 1 Outcome data revealed that local Math benchmark assessments results for low-income students showed a slight decline from 14% to 12% in the percentage of students achieving proficiency or advanced. It is the LEA's experience that increased absences due to COVID-related quarantines contributed to the decrease in local Math benchmark assessment results.

Action 5: Improved/Continued Technology access for the unduplicated students: For this action, our expectation was to set a baseline for state-level ELA and Math assessments for low-income and English Learners. Year 1 Outcome data revealed that the state-level ELA assessments for low-income students were Met/Exceeded 9.18%, Nearly Met 24.49%, and Not Met 66.33%. For English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. Year 1 Outcome data revealed that state-level Math assessments for low-income students were Met/Exceeded 3.06%, Nearly Met 21.43%, and Not Met 75.51%. For English Learners, results were Met/Exceeded 1.69%, Nearly Met 15.25%, and Not Met 83.05%. For local benchmark assessments, the expectation was to increase the percentage of low-income students reaching proficient or advanced in local benchmark ELA and Math assessments. Year 1 Outcome data revealed that local ELA benchmark assessments results for low-income students showed an increase from 16% to 19% in the percentage of students achieving proficiency or advanced. Year 1 Outcome data revealed that local Math benchmark assessments results for low-income students showed a slight decline from 14% to 12% in the percentage of students achieving proficiency or advanced. It is the LEA's experience that increased absences due to COVID-related quarantines contributed to the decrease in local Math benchmark assessment results.

Action 6: Provide extended learning opportunities: For this action, our expectation was to set a baseline for state-level ELA and Math assessments for low-income and English Learners. Year 1 Outcome data revealed that the state-level ELA assessments for low-income students were Met/Exceeded 9.18%, Nearly Met 24.49%, and Not Met 66.33%. For English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. Year 1 Outcome data revealed that state-level Math assessments for low-income students were Met/Exceeded 3.06%, Nearly Met 21.43%, and Not Met 75.51%. For English Learners, results were Met/Exceeded 1.69%, Nearly Met 15.25%, and Not Met 83.05%. For local benchmark assessments, the expectation was to increase the percentage of low-income students

reaching proficient or advanced in local benchmark ELA and Math assessments. Year 1 Outcome data revealed that local ELA benchmark assessments results for low-income students showed an increase from 16% to 19% in the percentage of students achieving proficiency or advanced. Year 1 Outcome data revealed that local Math benchmark assessments results for low-income students showed a slight decline from 14% to 12% in the percentage of students achieving proficiency or advanced. It is the LEA's experience that increased absences due to COVID-related quarantines contributed to the decrease in local Math benchmark assessment results.

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.

All appropriate metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups.

The Smarter Balanced ELA and Math metric Year 1 Outcome data was adjusted due to the unavailability of the Dashboard.

The State Standards metric was revised due to errant information.

The baseline data source in the Teacher Technology Lesson Plans metric was amended to Local Data: review of teacher lesson plans, to more accurately reflect the data measurement.

The baseline data source in the Other Pupil Outcomes metric was amended to Local Data: number of devices per pupil to more accurately reflect the data measurement.

Action 1's language was amended to include the use of Concentration Grant 2.0 funds to increase hours of paraprofessional services.

Some action descriptions contain additional information to further explain the action's specific design, location, or other attributes that tie directly to meeting the identified needs of the stated unduplicated student group(s).

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.

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 our 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 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 in which Westside Elementary School is dedicated is providing workshops and other informational sessions for the parents of the EL students in language and literacy development as it relates to their children.

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: 2019-2020 Data Source: ELPAC			EL 50% Data Year: 2023-24 Spring Data Source: 24 ELPI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	8.8% Data Year: 2019-20 Data Source: DataQuest *Baseline data amended	EL 10.2% Data Year: 2020-2021 Data Source: DataQuest			EL 17% Data Year: 2023-24 Data Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention Teacher for English Learners	Upon reviewing our local and state assessment data broken down by subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. 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 due to the pandemic. Westside will address this need by providing an Intervention teacher for grades 3 – 8. Intervention teachers will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students.	\$60,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Resources/Materials for English Learners	Upon reviewing our local and state assessment data broken down by subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. 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 due to the pandemic. Westside will address this need by purchasing materials, supplies, and technology 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. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students.	\$5,000.00	Yes
3.3	Professional Development for ELD	Upon reviewing our local and state assessment data broken down by subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. 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 due to the pandemic.. Westside 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 in teachers the specific language instruction skills using vocabulary and language	\$14,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development to support literacy skills and language acquisition. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students.		
3.4	Parent Engagement for parents of English Learners	Upon reviewing our local and state assessment data broken down by subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. 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 due to the pandemic.. Westside will address this need by supporting the families of the English Learners. Westside Elementary has made it a priority to address the needs of both English Learners and their families. The district will provide parents of English Learner students with parent meetings to promote a more jointly established learning plan. 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. We anticipate the student performance on CAASPP Math and ELA, as well as on the ELPAC growth assessment will reveal improved	\$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance for these students. This action is designed to meet the needs most associated with English learner students.		

Goal Analysis [2021-22]

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 actions outlined in Goal Three supported the progress in providing that all English Learners will increase their English Proficiency as measured by the ELPAC and Redesignation Rate.

Action 1: The Intervention Teacher was implemented as planned. Action 1 supported the overall implementation of the goal by providing EL Intervention with an EL Intervention Teacher for our Long-Term ELs in grades 4-8. 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. The EL Intervention Teacher also provides added instruction/support to grades K-3.

Action 2: The Resources/Materials action was implemented as planned. Action 2 supported the overall implementation of the goal by providing our English Language Learners with supplemental resources that will assist them in garnishing academic success in both English Language Arts and Mathematics.

Action 3: The Professional Development action was implemented as planned. Action 3 supported the overall implementation of the goal 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.

Action 4: Parent Engagement Action provided parents of English Learner students with parent meetings to promote a more jointly established learning plan, and 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.

Implementation Successes: A success the LEA experienced this year was a continued implementation of the ELD instructor. The district was able to extend the services of the ELD instructor to include grades K-3 intervention along with the regular 4-8 ELD intervention instruction.

Implementation Challenges: The LEA challenges stemmed from the impacts of COVID and COVID related issues. The district was unable to provide as much in-person parent engagement to promote opportunities for parents to assist with the overall academic success of their children. The various parent meetings were often put on hold, or communication was delivered through phone calls or notes.

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

Action 3.2 was below as budgeted due to the reduced need for resources and materials during the pandemic and limited in-person instruction. This had no negative impact on services to unduplicated students due to online resources being provided at much lower cost.

Action 3.3 was below as budgeted due to reduced professional development due to students and teachers not being on campus during the pandemic. Professional development resources, at much lower or no cost, was provided to inform teachers of how best to meet the needs of unduplicated students during distance learning.

Action 3.4 was below as budgeted due to reduced parent engagement opportunities during the pandemic. No funds were expended for this action because free online parent engagement opportunities were provided during periods of distance learning.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal Three supported the progress in improving academic progress in that all English Learners will increase their English Proficiency as measured by the ELPAC and Redesignation Rate.

Action 1: Intervention Teacher: For this action, our expectation was to set a baseline for state-level ELPAC assessment and Redesignation Rates for our EL students. Year 1 Outcome data revealed that the state-level ELPAC assessment for EL students was ELPAC Level 1: 12.96%; Level 2: 41.67%; Level 3: 35.19%; and Level 4: 10.19% of the EL students were making progress to proficiency, and 10.2%% of the EL students were being reclassified. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase of 4.08% proficiency progress. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase from 8.8% to 10.2% in the percentage of EL students being reclassified. Regarding state-level ELA assessments for English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. State-level Math assessments for English Learners results indicated that Met/Exceeded was 1.69%, Nearly Met was 15.25%, and Not Met was 83.05%.

Action 2: Resources/Materials: For this action, our expectation was to set a baseline for state-level ELPAC assessment and Redesignation Rates for our EL students. Year 1 Outcome data revealed that the state-level ELPAC assessment for EL students was ELPAC Level 1: 12.96%; Level 2: 41.67%; Level 3: 35.19%; and Level 4: 10.19% of the EL students were making progress to proficiency, and 10.2%% of the EL students were being reclassified. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase of 4.08% proficiency progress. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase from 8.8% to 10.2% in the percentage of EL students being reclassified. Regarding state-level ELA assessments for English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. State-level Math assessments for English Learners results indicated that Met/Exceeded was 1.69%, Nearly Met was 15.25%, and Not Met was 83.05%.

Action 3: Professional Development: For this action, our expectation was to set a baseline for state-level ELPAC assessment and Redesignation Rates for our EL students. Year 1 Outcome data revealed that the state-level ELPAC assessment for EL students was ELPAC

Level 1: 12.96%; Level 2: 41.67%; Level 3: 35.19%; and Level 4: 10.19% of the EL students were making progress to proficiency, and 11.2%% of the EL students were being reclassified. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase of 4.08% proficiency progress. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase from 8.8% to 10.2% in the percentage of EL students being reclassified. Regarding state-level ELA assessments for English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. State-level Math assessments for English Learners results indicated that Met/Exceeded was 1.69%, Nearly Met was 15.25%, and Not Met was 83.05%.

Action 4: Parent Engagement: For this action, our expectation was to set a baseline for state-level ELPAC assessment and Redesignation Rates for our EL students. Year 1 Outcome data revealed that the state-level ELPAC assessment for EL students was ELPAC Level 1: 12.96%; Level 2: 41.67%; Level 3: 35.19%; and Level 4: 10.19% of the EL students were making progress to proficiency, and 10.2%% of the EL students were being reclassified. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase of 4.08% proficiency progress. Year 1 Outcome data revealed that state-level ELPAC assessment results for EL students showed an increase from 8.8% to 10.2% in the percentage of EL students being reclassified. Regarding state-level ELA assessments for English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. State-level Math assessments for English Learners results indicated that Met/Exceeded was 1.69%, Nearly Met was 15.25%, and Not Met was 83.05%.

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.

Data source was amended in the Baseline of the English Learner making progress metric; data was amended in the Baseline of the English Learner Reclassification metric.

Action titles were amended to indicate these actions were only for the English Learner student population.

Some action descriptions contain additional information to further explain the action's specific design, location, or other attributes that tie directly to meeting the identified needs of the stated unduplicated student group(s).

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.

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 extra curricular 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.

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	All 6.0% LI			All 4% LI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Data Source was clarified to be DataQuest	6.0% EL 4.2% FY N/A Data Year: 2020-2021 Data Source: DataQuest *Desired Outcomes Updated to include student groups			4% EL 3.5% FY N/A Data Year: 2023-24 Data Source: DataQuest *Desired Outcomes Updated to include student groups
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			All 97% LI 97% EL 97% FY N/A Data Year: 2023-24 Data Source: P-2

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Local Indicator	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 FY N/A Data Year: 2021-2022 Data Source: Westside Elementary School *Desired Outcomes Updated to include student groups			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 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	Data year: 2020-21 Data Source: lesson plans	All 100% of students have access to			All Continue to have 100% of students to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
field trips and Arts Instruction as measured by a review of teacher lesson plans	<p>Data: 100% of students received access to field trips and Arts Instruction</p> <p>*Baseline amended to clarify data source</p>	<p>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: 2021-2022 Data Source: Lesson Plans</p> <p>*Desired Outcomes amended to include student groups and clarify data source</p>			<p>have access to instruction in state standards, music instruction, and participation in sports and field trips.</p> <p>LI 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>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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Involvement Local Indicator	95% of families surveyed reported that school is safe and connectedness Data Year: 2020-2021 Data Source: Westside Elementary School	All 94.5% of families surveyed reported that school is safe and connectedness LI 94.5% of families surveyed reported that school is safe and connectedness EL 94.5% of families surveyed reported that school is safe and connectedness FY N/A Data Year: 2021-2022 Data Source: Westside Elementary School Parent Survey *Desired Outcomes Updated to include student groups			All Maintain 95% of families surveyed reporting that school is safe and connectedness LI Maintain 95% of families surveyed reporting that school is safe and connectedness EL Maintain 95% of families surveyed reporting that school is safe and connectedness FY N/A Data Year: 2023-24 Data Source: Westside Elementary School *Desired Outcomes Updated to include student groups

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Providing Visual and Performing Arts and Athletics	<p>A review of CAASSP data, as noted in the LCAP metrics sections, has shown that Westside Elementary’s Low-Income and English Learner students performed below the All Student group in ELA and Math. A local needs assessment indicated that our Low-Income and 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, outside of the school environment. In the LEA’s experience, VAPA-related courses improve brain neuroplasticity and assists our Low-Income and 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 Low-Income and English Learner engagement in school and academic performance. To address these identified needs, WESD will implement the following services and programs: The district will attempt to provide some form of a music program for the fall 2022 school year. The district will attempt to continue the process of bringing back a sports program during the school year of 2022-2023. 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.</p> <p>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 our Low-Income and English Learner students. However, we expect that all students will benefit from these services and programs as well, they will be provided on an LEA-wide basis. We expect that this will increase the CAASSP ELA and Math scores for our Low-Income and English Learner student population.</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Programs and Incentives	<p>A review of CAASSP data, as noted in the LCAP metrics sections, has shown that Westside Elementary’s Low-Income and English Learner students performed below the All Student group in ELA and Math. A local needs assessment found that our Low-Income and English Learner students lacked access to additional social/emotional supports and scaffolds outside of the school environment. The lack of access was exacerbated by the pandemic. LEA experience indicates that behavior and attendance programs, including positive reinforcement and recognition, increases connection to school, higher attendance, and subsequent increased levels of academic achievement. To address these identified needs, WESD will provide behavior and attendance awards programs, and Professional Development to staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies. These include rallies, school-wide assemblies associated with positive behavior motivational messages. The district will also continue to provide an additional full day of the services/activities with the school psychologist contracted from Fresno County Superintendent of Schools to help engage students, and promote positive mental health. The psychologist services will also promote social-emotional support, provides additional support through social skills in small groups, and on an individual basis as needed. These services and programs are designed to best meet the needs of our Low-Income and English Learner students. However, we expect that all students will benefit from these services and programs as well, they will be provided on an LEA-wide basis. We expect that this will increase the CAASSP ELA and Math scores for our Low-Income and English Learner student population.</p>	\$42,060.00	Yes
4.3	Parent Support/Enrichment	<p>A review of CAASSP data, as noted in the LCAP metrics sections, has shown that Westside Elementary’s Low-Income and English Learner students performed below the All Student group in ELA and Math. A local needs assessment found that our Low-Income and English Learner students and their families lack capacity to provide instructional support, and access to additional academic and English</p>	\$15,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>language acquisition services and scaffolds outside of the school environment. This lack of access was exacerbated by the pandemic. To address these identified needs, WESD will provide support and enrichment to our Low-Income and 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. By engaging Low-Income and English Learner families in their students' education and by providing them with ways to support their students in their learning through strategies and skill development at home it will better equip them to be successful at school. These services and programs are designed to best meet the needs of our Low-Income and English Learner students. However, we expect that all students will benefit from these services and programs as well, they will be provided on an LEA-wide basis. We expect that this will increase the CAASSP ELA and Math scores for our Low-Income and English Learner student population.</p>		

Goal Analysis [2021-22]

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 actions outlined in Goal Four supported the progress in maintaining a safe, positive school climate and pupil engagement. The actions also provided a broad course of study, including music and athletics.

Action 1: Providing Visual and Performing Arts and Athletics action in the school was implemented as planned. Action 1 supported the overall implementation of the goal by providing visual and performing arts, as well as athletics in the school year. The district provided behavior, academic awards, and attendance incentives. We expect to find these programs and activities will continue to result in a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics as well as increasing student attendance and students' positive feelings toward school in general.

Action 2: The Programs and Incentives action was implemented as planned. Action 2 supported the overall implementation of the goal by continuing to or beginning to implement the following activities, services, and systems that are designed to shift school culture to a more equitable, restorative, data-driven model of promoting positive behavior, attendance, equity, communication, and personal accountability with respect to the implementation of discipline and support systems for students: Behavior awards programs Attendance incentives Professional Development to Staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies.

Action 3: The Parent Support/Enrichment action was implemented as planned. Action 3 supported the overall implementation of the goal by providing support and enrichment to our families through various methods to help strengthen the overall relationship between the district and the families. We provided parent training on various topics such as internet safety, bullying, and social/emotional needs.

Overall Implementations Successes: The LEA was able to restore athletics in a limited capacity to help support the needs of our low-income, EL students, and all students. The LEA was able to continue to provide academic awards and attendance incentives which resulted in positive impacts on our school climate.

Overall Implementations Challenges: The LEA challenges included difficulty with providing parent meetings due to COVID recommendations and guidelines. The LEA challenge of providing students with a full-time music instructor or music program continues to be an issue. The LEA relates this challenge to the district being rural and the impacts of COVID have deterred many applicants from choosing the district.

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 had a material difference below budgeted amount due to reduced opportunities for visual and performing arts activities on campus during the pandemic. In addition, the LEA was unable to hire the staff member intended for this position. Visual and performing arts activities were instead provided by existing staff using online resources during periods of distance learning for the unduplicated student groups.

Action 4.2 had a material difference below the budgeted amount due to limited in-person instruction. The limited amount of in-person instruction reduced the number of students' enrichment opportunities and engagement opportunities, though low cost online alternatives were provided during the pandemic.

Action 4.3 had a material difference below the budgeted amount due to limited in-person instruction. The limited amount of in-person instruction reduced the number of students' enrichment opportunities and engagement opportunities, though lower cost online alternatives were provided during the pandemic.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal Four supported creating 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 low-income and English Learner students.

Action 1: Providing Visual and Performing Arts and Athletics: For this action, our expectation was to set a baseline for district-wide attendance rates, chronic absenteeism, suspension, expulsion, and drop-out for middle school. Year 1 Outcome data revealed all student's chronic absenteeism was 6.0%, all student attendance rate was 100% (Distant Learning), LI attendance rate was 100% (Distant Learning) EL attendance rate was 100% (Distant Learning), the suspension rate for all 0%, LI 0%, EL 0%, the expulsion rate all 0%, LI 0%, EL 0%, the expulsion rate for all 0%, LI 0%, EL 0%, and middle-school drop-out rate for all 0%, LI 0%, EL 0%.

Action 2: The Programs and Incentives: For this action, our expectation was to set a baseline for district-wide attendance rates, chronic absenteeism, suspension, expulsion, and drop-out for middle school. Year 1 Outcome data revealed all student's chronic absenteeism was 6.0%, all student attendance rate was 100% (Distant Learning), LI attendance rate was 100% (Distant Learning) EL attendance rate was 100% (Distant Learning), the suspension rate for all 0%, LI 0%, EL 0%, the expulsion rate all 0%, LI 0%, EL 0%, the expulsion rate for all 0%, LI 0%, EL 0%, and middle-school drop-out rate for all 0%, LI 0%, EL 0%. In addition to district-wide attendance, our expectation was to set a baseline for state-level ELA and Math assessments for low-income English Learners. Year 1 Outcome data revealed that the state-level ELA assessments for low-income students were Met/Exceeded 9.18%, Nearly Met 24.49%, and Not Met 66.33%. For English Learners, the results were Met/Exceeded 5.08%, Nearly Met 13.56%, and Not Met 81.36%. Year 1 Outcome data revealed that state-level Math assessments for low-income students were Met/Exceeded 3.06%, Nearly Met 21.43%, and Not Met 75.51%. For English Learners, results were Met/Exceeded 1.69%, Nearly Met 15.25%, and Not Met 83.05%. For local benchmark assessments, the expectation was to increase the percentage of low-income students reaching proficient or advanced in local benchmark ELA and Math assessments. Year 1 Outcome data revealed that local ELA benchmark assessment results for low-income students showed an increase from 16% to 19% in the percentage of students achieving proficiency or advanced. Year 1 Outcome data revealed that local Math benchmark assessment results for low-income students showed a slight decline from 14% to 12% in the percentage of students achieving proficiency or advanced. It is the LEA's experience that increased absences due to COVID-related quarantines contributed to the decrease in local Math benchmark assessment results. The district surveyed the parents and students, and our expectation was to set a baseline for district-wide parental involvement and student involvement. Year 1 Outcome data revealed that all 94.5% of families surveyed reported that school is safe and connectedness LI 94.5% of families surveyed reported that school is safe and connectedness EL 94.5% of families surveyed reported that school is safe and connectedness FY N/A and 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 FY N/A.

Action 3: The Parent Support/Enrichment: For this action, our expectation was to set a baseline for district-wide attendance rates, chronic absenteeism, suspension, expulsion, and drop-out for middle school. Year 1 Outcome data revealed all student's chronic absenteeism was 6.0%, all student attendance rate was 100% (Distant Learning), LI attendance rate was 100% (Distant Learning) EL attendance rate was 100% (Distant Learning), the suspension rate for all 0%, LI 0%, EL 0%, the expulsion rate all 0%, LI 0%, EL 0%, the expulsion rate for all 0%, LI 0%, EL 0%, and middle-school drop-out rate for all 0%, LI 0%, EL 0%. In addition, the district surveys the parents and students, and our

expectation was to set a baseline for district-wide parental involvement and student involvement. Year 1 Outcome data revealed that all 94.5% of families surveyed reported that school is safe and connectedness LI 94.5% of families surveyed reported that school is safe and connectedness EL 94.5% of families surveyed reported that school is safe and connectedness FY N/A and 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 FY N/A.

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.

All appropriate metrics were adjusted to include Low Income, English Learner and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups.

The chronic absenteeism metric baseline was amended to include DataQuest only, instead of DataQuest and CALPADS. The attendance rate baseline was amended to P-2. The Broad Course of Study metric data source in the baseline was clarified to be teacher lesson plans.

Some action descriptions contain additional information to further explain the action's specific design, location, or other attributes that tie directly to meeting the identified needs of the stated unduplicated student group(s).

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
609,150	80,187

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
43.30%	16.94%	\$267,504.93	60.24%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

- 2.1: Paraprofessionals in the classroom
- 2.2: Professional Development for Teachers
- 2.3: Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics
- 2.4: Provide Engagement activities for unduplicated students
- 2.5: Improved/Continued Technology access for the unduplicated students
- 2.6: Provide extended learning opportunities
- 4.1: Providing Visual and Performing Arts and Athletics
- 4.2: Programs and Incentives
- 4.3: Parent Support/Enrichment

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Westside Elementary School has demonstrated it has at met the 60.24% proportionality percentage by providing "increased/improved" services to our English learner, foster youth, and/or low-income students equivalent to a 60.22% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income

students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

- 3.1: Intervention Teacher
- 3.2: Resources/Material
- 3.3: Professional Development
- 3.4: Parent Engagement

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 the students is deemed valued by the district to improve services and provide that extra support in the classroom to help mitigate learning loss. The district also chose to provide a stipend to all staff to help retain staff that provides direct services to students at Westside Elementary School. The district's decision on the stipend being given to the staff was viewed as something that needed to happen. The retention of the staff was extremely important to maintain the continuity of learning that has been taking place at Westside Elementary. As it has been documented small rural districts have 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 for students. During this unpredictable time, Westside Elementary wanted to ensure the students' learning needs remained stable, and the addition of the stipend would help maintain the services the students were receiving.

This is reflected in Goal 1, Action 4, 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 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 certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,605,791.00				\$2,605,791.00	\$1,401,040.00	\$1,204,751.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Salaries and Benefits	All	\$774,369.00				\$774,369.00
1	1.2	Maintain transportation services and school facilities	All	\$406,531.00				\$406,531.00
1	1.3	Continue state adopted curriculum and materials for all students.	All	\$577,741.00				\$577,741.00
1	1.4	Staff stipends	English Learners Low Income	\$168,000.00				\$168,000.00
2	2.1	Paraprofessionals in the classroom	English Learners Low Income	\$363,252.00				\$363,252.00
2	2.2	Professional Development for Teachers	English Learners Low Income	\$7,000.00				\$7,000.00
2	2.3	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	English Learners Low Income	\$15,000.00				\$15,000.00
2	2.4	Provide Engagement activities for unduplicated students	English Learners Low Income	\$10,000.00				\$10,000.00
2	2.5	Improved/Continued Technology access for the unduplicated students	English Learners Low Income	\$100,000.00				\$100,000.00
2	2.6	Provide extended learning opportunities	English Learners Low Income	\$22,000.00				\$22,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Intervention Teacher for English Learners	English Learners	\$60,419.00				\$60,419.00
3	3.2	Resources/Materials for English Learners	English Learners	\$5,000.00				\$5,000.00
3	3.3	Professional Development for ELD	English Learners	\$14,419.00				\$14,419.00
3	3.4	Parent Engagement for parents of English Learners	English Learners	\$4,500.00				\$4,500.00
4	4.1	Providing Visual and Performing Arts and Athletics	English Learners Low Income	\$20,000.00				\$20,000.00
4	4.2	Programs and Incentives	English Learners Foster Youth Low Income	\$42,060.00				\$42,060.00
4	4.3	Parent Support/Enrichment	English Learners Foster Youth Low Income	\$15,500.00				\$15,500.00

2022-23 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
1,406,815	609,150	43.30%	16.94%	60.24%	\$847,150.00	0.00%	60.22 %	Total:	\$847,150.00
								LEA-wide Total:	\$700,752.00
								Limited Total:	\$84,338.00
								Schoolwide Total:	\$572,312.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Staff stipends	Yes	LEA-wide	English Learners Low Income	All Schools	\$168,000.00	
2	2.1	Paraprofessionals in the classroom	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$363,252.00	0
2	2.2	Professional Development for Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	\$7,000.00	0
2	2.3	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$15,000.00	0
2	2.4	Provide Engagement activities for unduplicated students	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$10,000.00	0
2	2.5	Improved/Continued Technology access for the unduplicated students	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$100,000.00	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	2.6	Provide extended learning opportunities	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$22,000.00	0
3	3.1	Intervention Teacher for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$60,419.00	0
3	3.2	Resources/Materials for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	0
3	3.3	Professional Development for ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$14,419.00	0
3	3.4	Parent Engagement for parents of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,500.00	0
4	4.1	Providing Visual and Performing Arts and Athletics	Yes	Schoolwide	English Learners Low Income	All Schools	\$20,000.00	0
4	4.2	Programs and Incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$42,060.00	0
4	4.3	Parent Support/Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,500.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,262,843.00	\$2,078,900.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Salaries and Benefits	No	\$774,369.00	774,369.00
1	1.2	Maintain transportation services and school facilities	No	\$406,531.00	406,531.00
1	1.3	Continue state adopted curriculum and materials for all students.	No	\$577,741.00	577,741.00
2	2.1	Paraprofessionals in the classroom	Yes	\$227,000.00	118,106.00
2	2.2	Professional Development for Teachers	Yes	\$11,500.00	1,554.00
2	2.3	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	Yes	\$29,097.00	32,974.00
2	2.4	Provide Engagement activities for unduplicated students	Yes	\$15,000.00	18,631.00
2	2.5	Improved/Continued Technology access for the unduplicated students	Yes	\$80,000.00	86,974.00
2	2.6	Provide extended learning opportunities	Yes	\$24,080.00	0
3	3.1	Intervention Teacher	Yes	\$50,525.00	49,749.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Resources/Material	Yes	\$7,000.00	123.00
3	3.3	Professional Development	Yes	\$15,000.00	1,376.00
3	3.4	Parent Engagement	Yes	\$4,500.00	0
4	4.1	Providing Visual and Performing Arts and Athletics	Yes	\$20,000.00	3,451.00
4	4.2	Programs and Incentives	Yes	\$15,000.00	5,305.00
4	4.3	Parent Support/Enrichment	Yes	\$5,500.00	2,016.00

2021-22 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)
587,764	\$504,202.00	\$320,259.07	\$183,942.93	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Paraprofessionals in the classroom	Yes	\$227,000.00	\$118,106.44	0%	0%
2	2.2	Professional Development for Teachers	Yes	\$11,500.00	\$1,554.00	0%	0%
2	2.3	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	Yes	\$29,097.00	\$32,973.64	0%	0%
2	2.4	Provide Engagement activities for unduplicated students	Yes	\$15,000.00	\$18,631.04	0%	0%
2	2.5	Improved/Continued Technology access for the unduplicated students	Yes	\$80,000.00	\$86,973.54	0%	0%
2	2.6	Provide extended learning opportunities	Yes	\$24,080.00	\$0.00	0%	0%
3	3.1	Intervention Teacher	Yes	\$50,525.00	\$49,749.06	0%	0%
3	3.2	Resources/Material	Yes	\$7,000.00	\$123.28	0%	0%
3	3.3	Professional Development	Yes	\$15,000.00	\$1,376.00	0%	0%
3	3.4	Parent Engagement	Yes	\$4,500.00	\$0.00	0%	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	4.1	Providing Visual and Performing Arts and Athletics	Yes	\$20,000.00	\$3,451.01	0%	0%
4	4.2	Programs and Incentives	Yes	\$15,000.00	\$5,304.74	0%	0%
4	4.3	Parent Support/Enrichment	Yes	\$5,500.00	\$2,016.32	0%	0%

2021-22 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)
1,579,055	587,764	0	37.22%	\$320,259.07	0.00%	20.28%	\$267,504.93	16.94%

Instructions

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[Engaging Educational Partners](#)

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[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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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