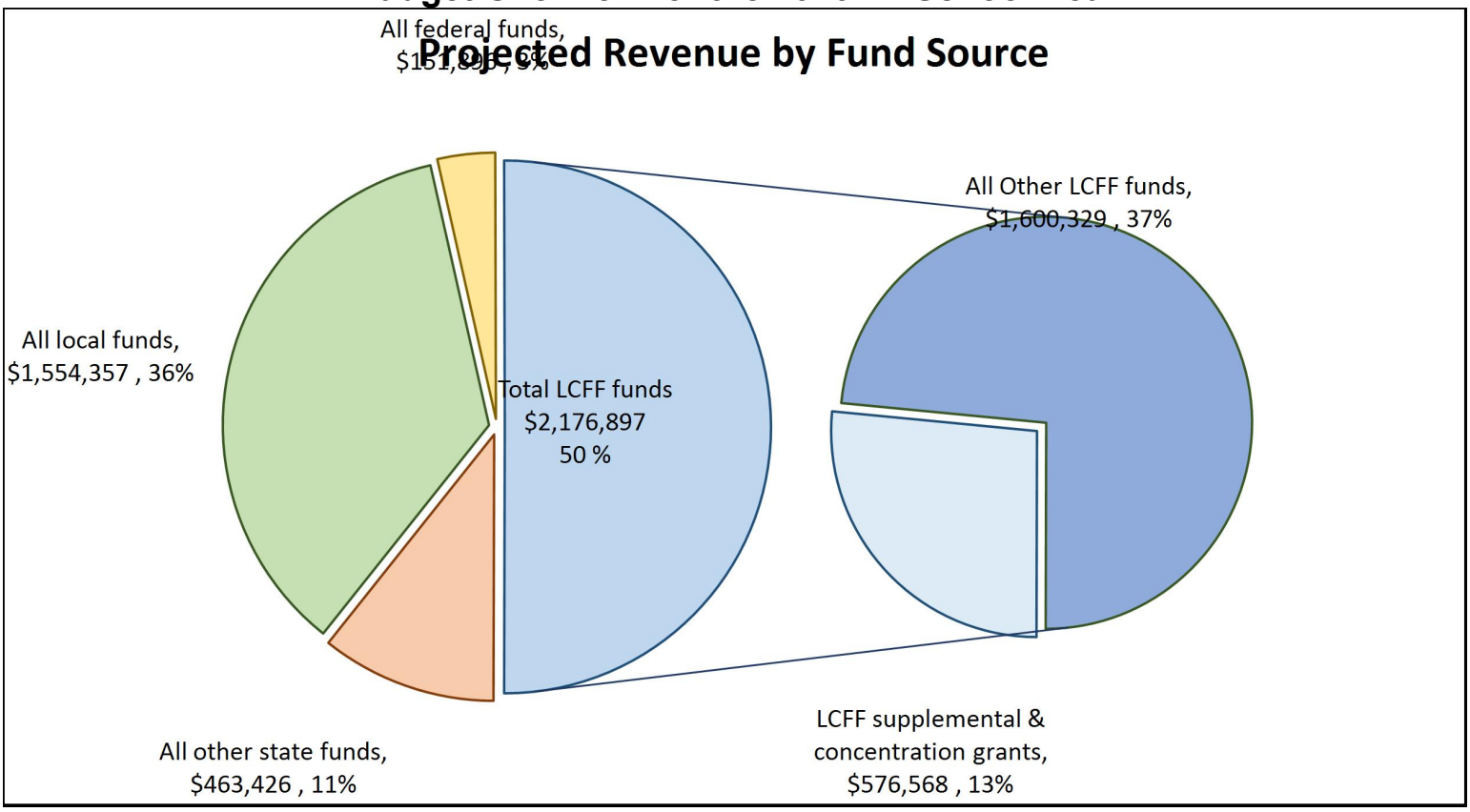
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Elementary School
CDS Code: 10 62547 6007421
School Year: 2026-27
LEA contact information:
Gary Cunha
Superintendent
gcunha@westside-elem.com
(559) 884-2492 ext. 2495

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

Budget Overview for the 2026-27 School Year

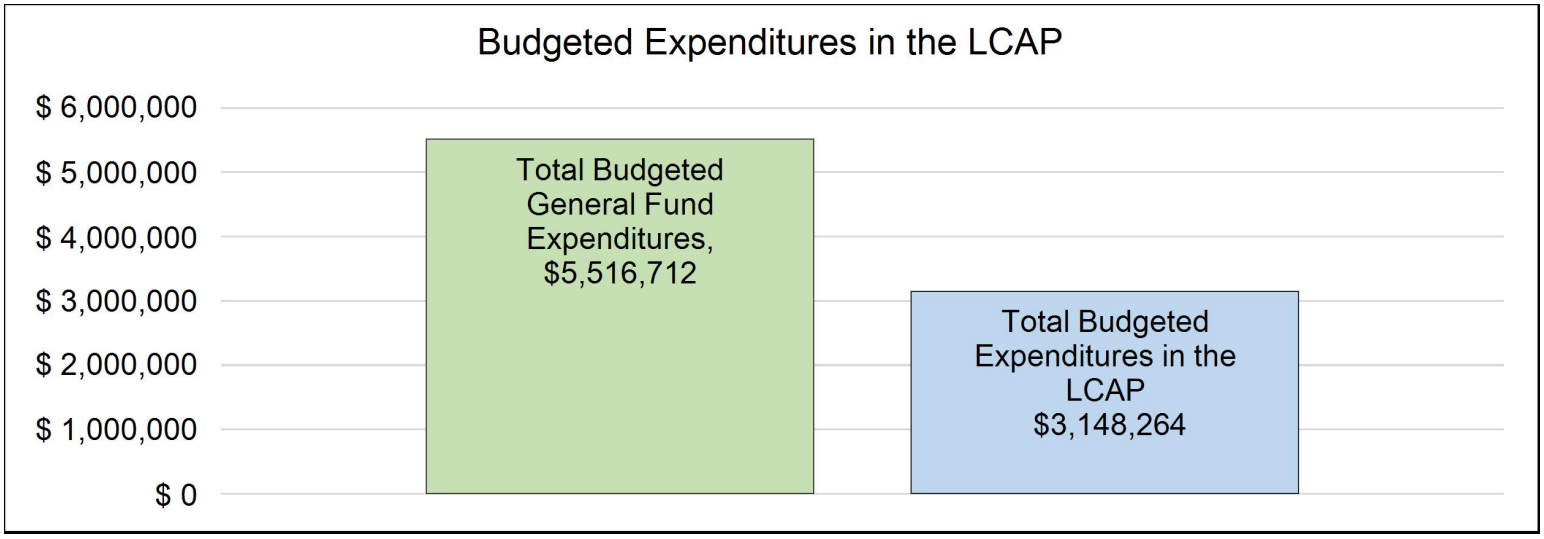


This chart shows the total general purpose revenue Westside Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westside Elementary School is $4,346,576, of which $2,176,897 is Local Control Funding Formula (LCFF), $463,426 is other state funds, $1,554,357 is local funds, and $151,896 is federal funds. Of the $2,176,897 in LCFF Funds, $576,568 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Westside Elementary School plans to spend $5,516,712 for the 2026-27 school year. Of that amount, $3,148,264 is tied to actions/services in the LCAP and $2,368,448 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

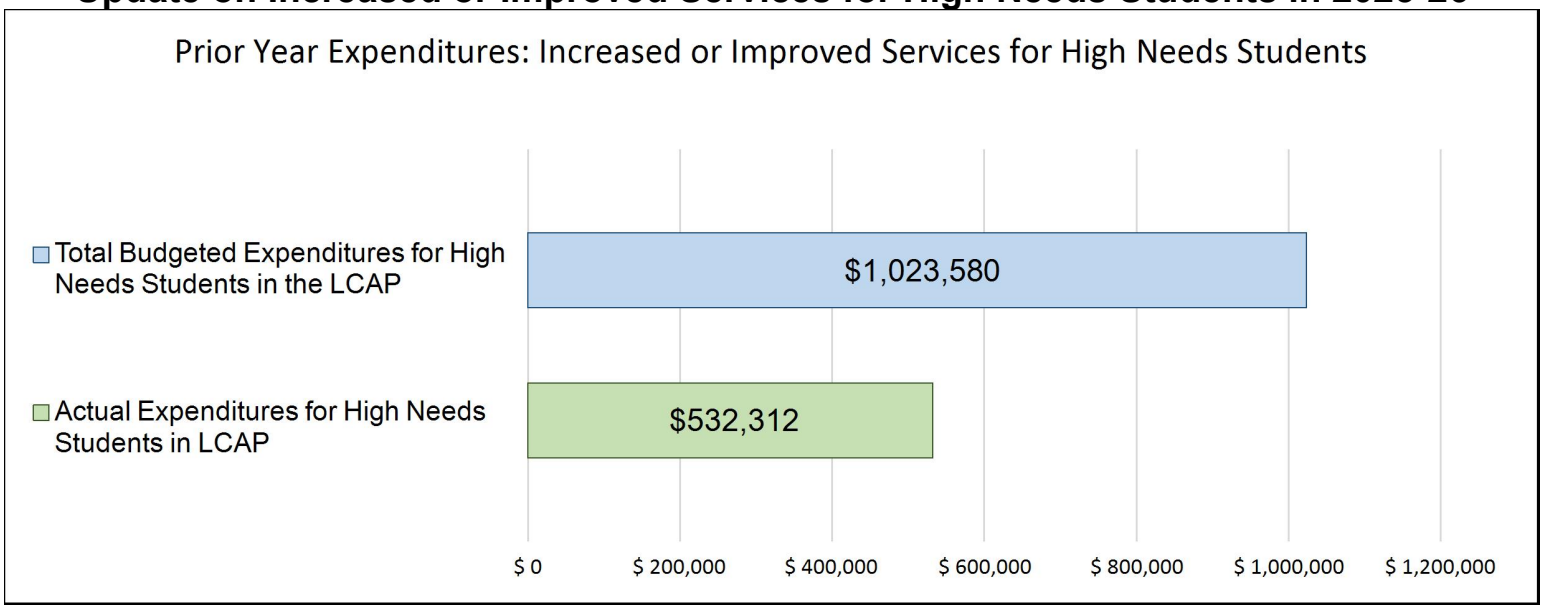
Westside does not include state or federal funds in the LCAP.

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

In 2026-27, Westside Elementary School is projecting it will receive $576,568 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 $938,662 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Westside Elementary School's LCAP budgeted $1,023,580 for planned actions to increase or improve services for high needs students. Westside Elementary School actually spent $532,312 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $491,268 had the following impact on Westside Elementary School's ability to increase or improve services for high needs students:

Due to one-time funding, those one time funds and state and federal funds were spent to meet the high needs of students in 2025-2026.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westside Elementary School	Gary Cunha Superintendent	gcunha@westside-elem.com (559) 884-2492 ext. 2495

Plan Summary [2026-27]

General Information

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

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, programs director, a school secretary, district business staff, eight classroom teachers, one resource specialist, and one English Language Development teacher/instructional coach. The teachers are assisted by four instructional aides and two one-to-one instructional aides for our special ed. students.

In addition, there is a State PreSchool on site. Since Westside is a PreK-8 district none of the high school metrics are included in the LCAP (A-G, CTE, AP, EAP High School Grad Rate, or Dropout Rate). As of the Fall 1 CALPADS Census, October of 2025/26 school year, the total enrollment of the school/district was 135. That is a decrease of 16 students from the previous year. We are concerned that the enrollment of students is on the decline, and will have an impact on our budget. The great majority of the students of the school are children of Mexican immigrants, primarily working in the agricultural industry of the Central San Joaquin Valley. Because of this high poverty rate (100%), the district strives to meet many needs as well as to provide enriching experiences. Our basic services include free breakfast and lunch for all students and bus transportation to all of the outlying ranches. We are also a magnet for groups wishing to donate food and school supplies to our students and their families. Westside is geographically isolated which makes interaction and cooperation with other governmental agencies and institutions difficult at best. The school is committed to providing enriching, educational field trips for our students.

These include the Chaffee Zoo, the Big Fresno Fair/Caruthers Fair, and Scout Island for the Primary Grades. While progressing through grades 4 - 8, each student will at some time have the opportunity to visit Mission San Juan Bautista, Regional Learning Center/"Five Mile Camp" in Sonora, Camp Ocean Pines in Cambria, a 7th-grade trip to Sanger, which includes visits to the Wonder Valley Ranch, and for the

8th grade, the Youth Educational Services in Disneyland. As rewards for academic achievement (Honor Roll) and Positive Behavior ("WILD"), trips and programs have included Fresno Underground Gardens, bowling, roller skating, Roeding Parks Storyland, Amtrak Train Ride, and Fresno Grizzlies Make the Grade. Quarterly rewards are also given to the students who have earned "WILD" tickets during the weeks leading up to the end of the quarter. Extracurricular activities are also fully funded by the district - specifically athletics and music. All of the coaching and practice occur during school hours, as many of our students would not be able to participate if their parents were required to pick them up from after-school activities.

The district is continuing to plan for the future to revisit having a music program during the school year. A music/arts program is an ongoing commitment to the school. Westside School District is rated highly in School Climate by students, parents, and staff. The school motto is "WILD", encouraging students and staff to make "Wise Choices", "inspire" others, be "Leaders" and exhibit "Determination". Areas of concern academically, are low standardized test scores (SBAC/CAASPP). The results of the test revealed a limited amount of students met or exceeded the standards in both ELA and Math. Westside will continue to administer the state tests, as well as refine their local district benchmarks/assessments. In addition, we continue to seek ways to assist our parents in becoming more actively involved in their children's education. Our parents are very supportive of the school. We continue to have over 90% participation at parent-teacher conferences and attend events such as Back to School Night, Parent-Teacher Conferences, and student sports and cultural performances. Progress for our English Learners continues to be a major goal of our programs.

Westside Elementary does not receive Equity Multiplier funds.

Reflections: Annual Performance

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

Westside Elementary's LEA has continued to develop a broad-based educational program that incorporates multi-layered systems of support with access to instructional materials that are State Adopted and Common Core aligned to enhance student academic, social, and emotional growth. All of which contribute to the LEA's Conditions & Climate.

2025 Dashboard: Westside suspension rates were placed in the "blue" category with 135 students enrolled, 68% of the student population being Socioeconomically Disadvantaged and 58% English Learners.

According to the California Dashboard, our greatest area of need is English Learner Progress.

Learning Recovery and Emergency Block Grant
Westside has unexpended LREBG funds.
The district has unexpended LREBG funds for the 2026-27 school year, which can be used to assist with summer school programs, supportive staff, and student mental health & behavior support.
The LREBG-funded action:
Amount of LREBG- funds: $13,506 (2025-2026)
Amount of LREBG- funds: $13,506 (2026-2027)
Amount of LREBG- funds: $13,506 (2027-2028)

Total Amount of LREBG Funds: $282,000

Action 2.7 has been added to include LREBG Funds in the LCAP
What is being purchased: summer school supplies, summer school staff, academic support staff, mental health & behavior support material and supplies, and staff.
Research shows three practical ways schools can help our kids thrive. First, well-planned summer programs let students keep practicing reading and math so they don't fall behind during the break. Second, having plenty of caring adults—teachers, aides, and tutors—gives children extra help right when they need it. Third, counseling and behavior supports make students feel safe and connected, so they miss fewer days of school. Together, these supports boost achievement in English and math and reduce chronic absenteeism.

Westside's comprehensive needs assessment examined the 2024 California School Dashboard and local data. The identified need shows a need for growth in English Language Arts and Mathematics, underscoring the need for stronger instructional supports for all students, especially English Learners (including Long-Term English Learners) and Socio-Economically Disadvantaged students. The same 2024 Dashboard data placed the district in the Orange performance band for chronic absenteeism, indicating that attendance rates were unchanged from the previous year and still warrant focused, targeted intervention. This action aligns with allowable uses of funds in the areas of supporting students with ongoing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements to increase or improve pupils' college eligibility and accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning support. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil need instructional learning time for the 2025–26 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	When: 3-10-26, 3-18-26, 4-17-26 How: In-person meetings, teacher surveys What: Teachers were given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The teachers provided feedback about addressing the need for common benchmark testing (local data). The teachers provided feedback on the need to find tier-two strategies for PBIS.
Principals	When: 3-10-26, 3-17-26, 4-17-26 How: In-person meetings What: The Principal was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The principal provided feedback on improving student engagement and improving students motivation. Suggestions were to continue to provide opportunities with outside guest speakers and continue to find activities that strengthened their motivation.
Administrators	When: 3-10-26, 3-18-26, 4-17-26 How: In-person meetings What: The administration was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The principal provided feedback on improving student engagement and improving students motivation. Suggestions were to continue to provide opportunities with outside

Educational Partner(s)	Process for Engagement
	guest speakers and continue to find activities that strengthened their motivation.
Other School Personnel (Classified Staff)	When:4-7-26, 4-9-26, 4-14-26, 4-21-26 How: In-person meetings What: Classified were given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. Our classified personnel suggested we continue to push our PBIS system and find ways to increase engagement.
Certificated Bargaining Unit	When: 4-7-26, 4-9-26, 4-14-26, 4-21-26 How: In-person meetings What: The certificated bargaining unit was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The certificated bargaining unit expressed the need to continue strengthening the students' needs with assemblies, educational excursions, etc.
Classified Bargaining Unit	When: 4-7-26, 4-9-26, 4-14-26, 4-21-26 How: In-person meetings What: The classified bargaining unit was given an overview of the current LCAP and the LCAP process. Information about the district, metrics, goals, and actions were discussed. The classified bargaining unit expressed the desire to continue strengthening our current PBIS model on campus. The classified bargaining unit also expressed the importance of continuing to engage parents to help solidify a partnership in learning for all.
Parents	When: 8-19-25, 11-4-25, 11-5-25, 11-6-25, 3-18-26, 5-28-26 How: Parent surveys What: According to surveys 100% of parents feel a connectedness to the school and 100% of the parents surveyed feel the school is a safe place for their students.
Students	When: 8-19-25, 11-4-25, 11-5-25, 11-6-25, 3-18-26, 5-28-26 How: Student surveys, class visits What: In reviewing the data gained from student surveys, 85% of the students had a connectedness to the school, and 85% of the students felt safe at school. In class visits, students were engaged in activities

Educational Partner(s)	Process for Engagement
	and instruction. Students have expressed appreciation for the academic field trips, and other excursions throughout the school year.
PAC	When: 8-19-25, 11-4-25, 11-5-26, 11-6-25, 5-12-26 How: In-person PAC meeting, parent survey What: The PAC was given an overview of the current LCAP and the LCAP process, as well as a review of the goals and actions of the prior LCAP. Information about the district, metrics, goals, and actions were discussed. Two students were added to the PAC for the 25-26 School year.The PAC did not provide verbal or written comments on the current LCAP.
Submission to PAC	When: 6-8-26 How: In-person PAC meeting What: A complete draft of the LCAP was provided and the PAC was informed of its ability to provide comments or questions and receive a written response from the Superintendent. No comments or questions were submitted to the Superintendent.
DELAC	When: 8-19-25, 11-4-25, 11-5-26, 11-6-25, 5-12-26 How: In-person DELAC meeting, parent survey What: The DELAC was given an overview of the current LCAP and the LCAP process, as well as a review of the goals and actions of the prior LCAP. Information about the district, metrics, goals, and actions were discussed. The DELAC did not provide verbal or written comments on the current LCAP.
Submission to DELAC	When: 6-8-26 How: In-person DELAC meeting What: A complete draft of the LCAP was provided and the DELAC was informed of its ability to provide comments or questions and receive a written response from the Superintendent. No comments or questions were submitted to the Superintendent.
SELPA	When: 8-19-25, 11-4-26, 11-5-25, 11-6-25, How: SELPA Operations meetings What: Westside is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited.
Public Comment Period	When: 6-9-26 to 6-22-26 How: District Office

Educational Partner(s)	Process for Engagement
	What: The community was notified of the public comment period through the district office. Printed versions of the LCAP are available in the District Office, in both English and Spanish. An online version is also available. No comments were reported during the public comment period.
Public Hearing	When: 6-9-26 How: Regularly scheduled board meeting What: The board held a public hearing on the LCAP. Printed versions of the LCAP are available in the District Office, in both English and Spanish. An online version is also available. No comments were reported during the public hearing.
Adoption by the governing board	When: 6-23-26 How: Regularly scheduled board meeting What: The Board adopted the 2026-27 LCAP and budget, and Local Indicators were presented.
Budget Adoption and Local Indicator Report to governing board	When: 6-23-26 How: Regularly scheduled board meeting What: The Board adopted the 2026-27 LCAP and budget, and Local Indicators were presented.
Midyear Report to Board	When: 2-24-26 How: Presentation to the governing board What: The LEA presented the LCAP midyear report and Budget Overview for Parents to the board.

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

Feedback from all educational partners remains consistent from prior years; Westside educational partners, certificated staff, all teachers and administration, and classified staff, students, SELPA, and PAC (which includes DELAC representatives as we are not required to have an ELAC or DELAC) and other parents/community members has been 100% unanimous to maintain the goals. 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 Action 2, as well as in Goal 2 Actions 4 and 6. The district will continue to address the need for professional development from the staff of the Fresno County Superintendent of Schools Office, which is presented in Goal 2.2. The district will address the technology needs of our students based on the discussions of the educational partners. The district plans will address this need in Goal 2.5. The district will continue to address all written, formal feedback from educational partners and will actively seek additional input from all educational partners during the next LCAP cycle. The district will also continue to focus on co-curricular opportunities and the modernization and renovation of facilities to help maintain enrollment in the future.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	90% Clear Data Year: 2023 Data Source: Dashboard	100% Clear Data Year: 2024 Data Source: Dashboard	100% Clear Data Year: 2025 Data Source: Dashboard	100% Clear	+10% from baseline
1.2	Facilities maintained in good repair	100 % with a rating of "Exemplary". Data Year: 2023-2024 Data Source: District FIT Report	100% with a rating of "Exemplary" Data Year: 2024-2025 Data Source: District FIT Report	100% with a rating of "Exemplary" Data Year: 2025-2026 Data Source: District FIT Report	100 % with a rating of "Exemplary".	0% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Access to standards aligned instructional materials	100% of students had sufficient instructional materials Data Year: 2023-2024 Data Source: Local Indicator Report	100% of students had sufficient instructional materials Data Year: 2024-2025 Data Source: Local Indicator Report	100% of students had sufficient instructional materials Data Year: 2026-2026 Data Source: Local Indicator Repor	100% of students had sufficient instructional materials	0% difference from baseline

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal One supported the progress toward meeting the goal: Fulfill Basic Program Requirements. Westside Elementary will maintain its progress by continuing to provide highly qualified teachers, support staff, administration, transportation services, and well-maintained facilities. All students will have access to instructional materials that are State Adopted and Common Core aligned.

Implementation Status for the following actions: 5 – Full Implementation and Sustainability
1.1 Salaries and Benefits
Westside provided salaries for all certificated (properly credentialed teachers), classified staff, and administrative staff. There was no difference between planned action and actual implementation.
1.2 Maintain transportation services and school facilities
Westside continued to fund and upgrade our buses. Maintain all buildings and school grounds in a safe, compliant condition. There was no difference between planned action and actual implementation.
1.3 Continue to adopt the state curriculum and materials for all students.
Westside provided instruction to all students using the latest adopted state curriculum and materials purchased by the district. There was no difference between planned action and actual implementation.
1.5 Students with Disabilities
The district provided specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). There was no difference between planned action and actual implementation.

Implementation Status for the following action:
3 – Initial Implementation
1.4 Staff stipends
Westside did not provide stipends for the 2025–26 school year. However, teachers did receive a pay raise to help address staffing challenges. The small, rural district has historically experienced difficulty hiring staff due to its location. Staff who were hired often left for higher-paying jobs elsewhere, and employees in small rural districts were typically paid less than their counterparts in other districts.

Overall Successes: Westside maintained staffing from the prior year and maintained FTEs to support student needs. Students were provided transportation, and the state-adopted curriculum and materials were continued for all students. Westside continues to develop its after-school programs and has provided many successful trips and other resources to support students outside the school day.

Overall Challenges: None at this time. Westside continues to encourage attendance of all students.

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

1.1 Salaries and Benefits: There were no significant differences between budgeted expenditures and estimated actual expenditures.

1.2 Maintain transportation services and school facilities: This action was overspent due to services and repairs.

1.3 Continue state-adopted curriculum and materials for all students: This action was underspent because we did not have to purchase additional state-adoped curriculum.

1.4 Staff stipends: The members of the staff did not receive a one-time stipend so this action was underspent.

1.5 Students with Disabilities: Zero dollars were spent; other funding sources were used. The district provided specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs).

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

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

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

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

Action(s): 1.1 Salaries and Benefits, 1.4 Staff stipends
Effective of Action(s): Effective
Metric(s): 1.1 Appropriately assigned and fully credentialed teachers
100% Clear
Analysis Statement: Westside maintained staffing from the prior year. Westside did not provide stipends for the 2025–26 school year. However, teachers did receive a pay raise to help address staffing challenges. The small, rural district has historically experienced difficulty hiring staff due to its location. Staff who were hired often left for higher-paying jobs elsewhere, and employees in small rural districts were typically paid less than their counterparts in other districts.

Action(s): 1.2 Maintain transportation services and school facilities
Effective of Action(s): Effective
Metric(s): 1.2 Facilities maintained in good repair
Analysis Statement: 100 % with a rating of "Exemplary" 2025-2026. Westside continues to provide high-quality transportation services and school facilities.

Action(s):1.3 Continue state-adopted curriculum and materials for all students & 1.5 Students with Disabilities
Effective of Action(s): Effective
Metric(s): 1.3 Access to standards-aligned instructional materials
Analysis Statement: Students were provided state-adopted curriculum and materials were continued for all students. The district provided specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs).

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

There are no changes made to the goal, desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Salaries and Benefits	Provide salaries for all certificated (properly credentialed teachers), classified staff, and administrative staff.	$1,098,741.98	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.	$360,000.00	No
1.3	Continue state adopted curriculum and materials for all students.	Provide instruction to all students using the latest adopted state curriculum and material purchased by the district.	$176,301.43	No
1.4	Staff stipends	As it has been documented our small rural district has a hard time hiring staff because of the location, staff who do get hired often leave for higher-paying jobs elsewhere, and most of the time employees at small rural districts actually get paid less than their counterparts in other districts. Therefore, using the funds to retain staff will ideally prevent staff turnover and maintain consistency in the delivery of high-quality instruction from experienced teachers for the identified students. LEA experience indicates that veteran teachers, familiar with the community, district, and students, provide the academic and English language acquisition support that our English Learner students need the most, and facilitate a positive impact on their engagement in school and academic performance. To address this need, the LEA will provide stipends that will encourage experienced teachers to remain within the district.	$180,000.00	No
1.5	Students with Disabilities	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced ELA	All: 26.66% Met/Exceeded 32.22% Nearly Met 41.11% Not Met LI: 26.66% Met/Exceeded 32.22% Nearly Met 41.11% Not Met FY: N/A EL: 4.65% Met/Exceeded 27.91% Nearly Met 67.44% Not Met LTEL: 13.33% Met/Exceeded 40% Nearly Met 46.67% Not Met Data Year: 2022-2023 Data Source: DataQuest	All: 32.53% Met/Exceeded 27.71% Nearly Met 39.76% Not Met LI: 26.66% Met/Exceeded 28.33% Nearly Met 45% Not Met FY: N/A EL: 15.56% Met/Exceeded 28.89% Nearly Met 55.56% Not Met LTEL: 0% Met/Exceeded 25% Nearly Met 75% Not Met Data Year: 2023-2024 Data Source: DataQuest	All: 37.89% Met/Exceeded 31.58% Nearly Met 39.53% Not Met LI: 33.33 Met/Exceeded 33.33% Nearly Met 33.33% Not Met FY: N/A EL: 20.41% Met/Exceeded 36.73% Nearly Met 42.86% Not Met LTEL: 0% Met/Exceeded 71.43% Nearly Met 28.57% Not Met Data Year: 2024-2025 Data Source: DataQuest	All: 35% Met/Exceeded 35% Nearly Met 30% Not Met LI: 35% Met/Exceeded 35% Nearly Met 30% Not Met FY: N/A EL: 10% Met/Exceeded 30% Nearly Met 60% Not Met LTEL: 10% Met/Exceeded 30% Nearly Met 60% Not Met	All: +11.23% Met/Exceeded -0.64% Nearly Met -1.58% Not Met LI: +6.67% Met/Exceeded +1.11% Nearly Met -7.78% Not Met FY: N/A EL: +15.76% Met/Exceeded +8.82% Nearly Met -24.58% Not Met LTEL: -13.33% Met/Exceeded +31.43% Nearly Met -18.1% Not Met
2.2	Smarter Balanced Math	All: 16.66% Met/Exceeded 32.22% Nearly Met 51.11% Not Met LI:	All: 13.25% Met/Exceeded 31.33% Nearly Met 55.42% Not Met	All: 15% Met/Exceeded 30.53% Nearly Met 53.68% Not Met	All: 20% Met/Exceeded 35% Nearly Met 45% Not Met	All: -1.66% Met/Exceeded -1.69% Nearly Met +2.57% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.66% Met/Exceeded 32.22% Nearly Met 51.11% Not Met FY: N/A EL: 9.30% Met/Exceeded 20.93% Nearly Met 69.77% Not Met LTEL: 20% Met/Exceeded 13.33% Nearly Met 66.67% Not Met Data Year: 2022-2023 Data Source: DataQuest	LI: 8.33% Met/Exceeded 30% Nearly Met 61.67% Not Met FY: N/A EL: 2.22% Met/Exceeded 28.89% Nearly Met 68.89% Not Met LTEL: 0% Met/Exceeded 25% Nearly Met 75% Not Met Data Year: 2023-2024 Data Source: DataQuest	LI: 14.49% Met/Exceeded 33.33% Nearly Met 52.17% Standard Not Met EL: 2.04% Met/Exceeded 24.49% Nearly Met 73.47% Not Met LTEL: 0% Met/Exceeded 28.57% Nearly Met 71.43% Not Met Data Source: DataQuest	LI: 20% Met/Exceeded 35% Nearly Met 45% Not Met FY: N/A EL: 14% Met/Exceeded 25% Nearly Met 61% Not Met LTEL: 14% Met/Exceeded 25% Nearly Met 61% Not Met	LI: -2.17% Met/Exceeded +1.11% Nearly Met +1.06% Not Met FY: N/A EL: -7.26% Met/Exceeded +3.56% Nearly Met +3.7% Not Met LTEL: -20% Met/Exceeded +15.24% Nearly Met +4.76% Not Met
2.3	California Science Test (CAST)	All: 5.41% Met/Exceeded 67.57%Nearly Met 27.03% Not Met LI: 5.41% Met/Exceeded 67.57% Nearly Met 27.03% Not Met FY: N/A	All: 27.27% Met/Exceeded 54.55%Nearly Met 18.18% Not Met LI: 21.43% Met/Exceeded 57.14% Nearly Met 21.43% Not Met	All: 22.22% Met/Exceeded 70.37% Nearly Met 7.41% Not Met LI: 19.05% Met/Exceeded 71.43% Nearly Met 9.52% Not Met	All: 10% Met/Exceeded 70% Nearly Met 20% Not Met LI: 10% Met/Exceeded 70% Nearly Met 20% Not Met	All: +16.81% Met/Exceeded -2.8% Nearly Met -19.62% Not Met LI: +13.64% Met/Exceeded +3.86% Nearly Met -17.51% Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% Met/Exceeded 43.75% Nearly Met 56.25% Not Met Data Year: 2022-2023 Data Source: DataQuest	FY: N/A EL: N/A% Met/Exceeded N/A% Nearly Met N/A% Not Met Data Year: 2023-2024 Data Source: DataQuest	FY: N/A EL: 16.67% Met/Exceeded 75% Nearly Met 8.33% Not Met Data Year: 2024-2025 Data Source: DataQuest	FY: N/A EL: 10% Met/Exceeded 70% Nearly Met 20% Not Met	FY: N/A EL: +16.67% Met/Exceeded +31.25% Nearly Met -47.92% Not Met
2.4	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	5 – Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report	5- Full Implementation and Sustainability Data Year: 2024-2025 Data Source: Local Indicator Report	5- Full Implementation and Sustainability Data Year: 2025-2026 Data Source: Local Indicator Repot	5 – Full Implementation and Sustainability	No difference from baseline.
2.5	Teachers' technology lesson plans.	100% of Teachers integrate technology in at least three lessons weekly Data Year: 2023-2024 Data Source: Local Data	100% of Teachers integrate technology in at least three lessons weekly Data Year: 2024-2025 Data Source: Local Data	100% of Teachers integrate technology in at least three lessons weekly Data Year: 2025-2026 Data Source: Local Data	100% of Teachers integrate technology in at least three lessons weekly	No difference from baseline.
2.6	Other Pupil Outcomes	All 100% one-to-one electronic device connectivity LI	All 100% one-to-one electronic device connectivity LI	All 100% one-to-one electronic device connectivity LI	All 100% one-to-one electronic device connectivity LI	All No difference from baseline. LI No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity Data Year: 2023-2024 Data Source: Local Data: number of devices per pupil	100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity Data Year: 2024-2025 Data Source: Local Data: number of devices per pupil	100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity Data Year: 2025-2026 Data Source: Local Data: number of devices per pupil	100% one-to-one electronic device connectivity EL 100% one-to-one electronic device connectivity	EL No difference from baseline.

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Metric 2.1 supported the progress toward meeting the goal: Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC. All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies. Technology will be used to enhance instruction and student engagement.

2.1 Paraprofessionals in the classroom
5 – Full Implementation and Sustainability.
Westside provided paraprofessionals to increase learning opportunities for English Learners by facilitating one-to-one and small group support, as well as providing scaffolding and differentiation for identified students in a focused, individualized setting. There was no difference between the planned action and the actual implementation.

2.2 Professional Development for Teachers

5 – Full Implementation and Sustainability.
Westside provided a variety of CCSS-aligned professional development opportunities for staff, including both on-site and off-site trainings, as well as on-site coaching. Staff worked with an academic coach to strengthen writing instruction and implement graphic organizers and prewriting techniques.There was no difference between the planned action and the actual implementation.

2.3 Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics
5 – Full Implementation and Sustainability.
The teachers had access to incorporate the programs within their daily and weekly instruction. Academic field trips enriched social studies and science and enhanced learning opportunities for our students. 6th grade attended camp and visited Hearst Castle, and 5th grade traveled to Sonora, with all activities tied to academic standards. The 7th grade visited Monterey, and the 8th grade participated in the Disneyland Youth Education Series to support academic achievement.There was no difference between planned action and actual implementation.

2.4 Provide Engagement activities for unduplicated students
5 – Full Implementation and Sustainability.
The district provided social/emotional support services for our students and families. Art and positivity project to support social-emotional learning. Westside provided access to additional support not always available in our rural communities. There was no difference between planned action and actual implementation.

2.5 Improved/Continued Technology Access
5 – Full Implementation and Sustainability.
The use of Chromebooks at home allowed students to expand upon or practice the skills learned from school, while at home. Chromebooks provided benefits both at school and at home by allowing students to complete book reports, access assignments through Google Classroom, and participate in online assessments. There was no difference between planned action and actual implementation.

2.6
Provide extended learning opportunities
4 – Full Implementation
To address the greater need of our English Learners, the district provided after-school tutoring. A new team was established to support extended learning opportunities, academic support after school, field trips, and student mentoring. There was no difference between planned action and actual implementation.

2.7 Learning Recovery and Emergency Block Grant Support
4 – Full Implementation

To address the needs for instructional support and learning recovering, especially for English Learners (including Long-Term English Learners) and Socio-Economically Disadvantaged students, Westside established a two-week extending learning and enrichment summer school program with a supportive staff.

Overall Successes: Staff worked with an academic coach to strengthen writing instruction and implement graphic organizers and prewriting techniques. Westside ensured that teachers had access to instructional programs and materials for daily and weekly instruction in English Language Arts and Mathematics. The district ensured that students had access to Chromebooks for use at home, enabling them to expand upon or practice the skills learned during school hours. Westside successfully offered social and emotional support services to both students and families. The district provided social/emotional support services for our students as well as our families such as providing access to additional supports not available in our rural community.

Overall Challenges: Westside will focus on promoting attendance by providing after-school programs and actively encouraging student participation. Westside will also continue to expand parent engagement opportunities and increase social-emotional supports for students in the coming year.

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

Action 2.1 Paraprofessionals in the Classroom. This action was overspent because we hired an additional support staff member for the 2025-2026 school year.

Action 2.2 Professional Development for Teachers. This action was underspent due to funding from other sources for the 2025-2026 school year.

Action 2.3: Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics. This action was overspent due to providing more academic field trips and an online academic program for primary grades.

Action 2.4: Provide Engagement Activities for unduplicated students. This action was underspent due to funding from other sources for the 2025-2026 school year.

Action 2.5: Improved/Continued Technology access. This was underspent because Westside did not purchase an entire set of Chromebooks or IPADs

Action 2.6: Provide extended learning opportunities. This amount was underspent due to funding from other sources.

Action 2.7: Learning Recovery and Emergency Block Grant Support. This action was underspent due to funding from other sources for the 2025-2026 school year.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal: The actions outlined in Goal Two supported the progress toward meeting the goal: Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC. All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies. Technology will be used to enhance instruction and student engagement.

Action(s): 2.1 Paraprofessionals in the classroom, 2.2 Professional Development for Teachers, 2.3 Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics, 2.4 Provide Engagement activities for unduplicated students, 2.5 Improved/Continued Technology access, 2.6 Provide extended learning opportunities, 2.7 Learning Recovery and Emergency Block Grant
Effectiveness of Action(s): Effectiveness
Metric(s) & Student Group(s): CAASPP ELA/Math All Students EL

ELA Analysis Statement:
Smarter Balanced ELA performance improved from 26.66% Met/Exceeded at baseline to 37.89% in Year 2, an increase of 11.23 percentage points.
Low Income students improved from 26.66% Met/Exceeded to 33.33%, a 6.67 percentage point increase from baseline.
English Learners demonstrated strong growth, increasing from 4.65% Met/Exceeded at baseline to 20.41% in Year 2, a 15.76 percentage point increase.
Overall Smarter Balanced ELA results show positive growth across student groups, with the largest gains seen among English Learners and LTEL students, and reductions in the Not Met category for most groups.

Math Analysis Statement:
Smarter Balanced Math performance declined slightly from 16.66% Met/Exceeded at baseline to 15% in Year 2, a decrease of 1.66 percentage points.
Low Income students decreased from 16.66% Met/Exceeded to 14.49%, a 2.17 percentage point decline from baseline.
English Learners declined from 9.30% Met/Exceeded at baseline to 2.04% in Year 2, a 7.26 percentage point decrease.
Overall Smarter Balanced Math results show stagnant to declining performance across student groups, with increases in the Not Met category, particularly among English Learners and LTEL students, indicating a need for strengthened math instruction, intervention, and language-supported mathematics strategies.

Overall Analysis: The implementation of paraprofessionals, along with comprehensive professional development, instructional materials, and supports in ELA and Math, contributed to improved student engagement and teacher capacity. In ELA, these supports were associated with increased Smarter Balanced performance, with overall Met/Exceeded results improving from 26.66% to 37.89%. Growth was also observed among Low Income students (26.66% to 33.33%) and English Learners (4.65% to 20.41%), with the largest gains seen for English Learners and LTEL students and reductions in the Not Met category across most groups. Access to instructional assistants, one-to-one and small

group support, scaffolding, and differentiation in individualized settings helped address the language and instructional needs of English Learners and supported improved outcomes.

In Math, performance remained stagnant to slightly declining despite the implementation of similar supports. Overall Met/Exceeded results decreased from 16.66% to 15%. Low Income students declined from 16.66% to 14.49%, and English Learners decreased from 9.30% to 2.04%. Increases in the Not Met category, particularly among English Learners and LTEL students, indicate a need to strengthen math instruction, targeted intervention, and language-supported mathematics strategies. Teachers were provided with professional development focused on differentiation, scaffolding, trauma-informed practices, and culturally relevant strategies; however, additional emphasis on math-specific instructional practices and supports is needed to improve outcomes.

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

Action 2.7 has been updated to include new LREBG Funds in the LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Paraprofessionals in the classroom	Westside will provide paraprofessional support and custodial services to support the needs of our English Learners in TK-8.	$173,086.62	Yes
2.2	Professional Development for Teachers	Westside will provide teachers and staff with a variety of professional development pieces of training, both on-site and online to better serve English learners.	$20,000.00	Yes
2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Westside will provide supplemental instructional materials and technology (chromebooks) and learning materials that support and enhance core instruction. Westside will continue to provide students with additional support by continued use of supplemental support programs in math, English-language arts, science, and social studies in grades TK-8	$175,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Provide Engagement activities for unduplicated students	Westside will provide a variety of activities to harness the optimal learning environment for our students. The district will provide both in-class engagement activities as well as off-site opportunities for our students to have a learning experience.	$65,000.00	Yes
2.5	Improved/Continued Technology access	Westside will continue to purchase/provide Chromebooks for grades 3-8 which are principally directed toward English Learners and is effective in providing equity in access to technology and learning materials that support and enhance core instruction.	$100,000.00	Yes
2.6	Provide extended learning opportunities	Westside will provide opportunities for our students to have access to extended learning programs. Westside will continue a district-provided after-school tutoring program. Students who do not meet standards on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by grade-level teachers and based on an analysis of the SBAC performance data.	$86,158.95	Yes
2.7	Learning Recovery and Emergency Block Grant Support	Learning Recovery and Emergency Block Grant Westside has unexpended LREBG funds for the 2025-26 school year. The district has unexpended LREBG funds for the 2025-26 school year which can be found in assistance with summer school programs, supportive staff, as well as student mental health & behavior support. The LREBG-funded action: What is being purchased: summer school supplies, summer school staff, academic support staff, mental health & behavior support material and supplies, and staff Westside's comprehensive needs assessment examined the 2024 California School Dashboard and local data. The identified need shows a need for growth in English Language Arts and Mathematics, underscoring the need for stronger instructional supports for all students, especially English Learners (including Long-Term English Learners) and Socio-Economically Disadvantaged students.	$282,334.00	No

Action #	Title	Description	Total Funds	Contributing
		The same 2024 Dashboard data placed the district in the Orange performance band for chronic absenteeism, indicating that attendance rates were unchanged from the previous year and still warrant focused, targeted intervention. This action aligns with allowable uses of funds in the areas of supporting students with ongoing access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements to increase or improve pupils' college eligibility and accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning support. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. Research shows three practical ways schools can help our kids thrive. First, well-planned summer programs let students keep practicing reading and math so they don't fall behind during the break. Second, having plenty of caring adults—teachers, aides, and tutors—gives children extra help right when they need it. Third, counseling and behavior supports make students feel safe and connected, so they miss fewer days of school. Together, these supports boost achievement in English and math and reduce chronic absenteeism. Metrics: CAASPP ELA/Math All Students EL LREBG Funds: $241,816.00 used through the 2027-2028 School Year		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	EL students making progress toward English Proficiency	ELPI: 53.4% Data Year: 2022-23 Data Source: CA Dashboard	ELPI: 43.3% making progress ELPI LTEL: 47.1% making progress Data Year: 2023-2024 Data Source: CA Dashboard	ELPI: 32.3% making progress ELPI LTEL: 25% making progress Data Year: 2024-2025 Data Source: CA Dashboard	ELPI: 55% making progress ELPI LTEL: 55% making progress	ELPI: -21.1% LTEL: -22.1% (Year 1 vs Year 2 Outomces)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	EL Reclassification Rate	0% Data Year: 2022-2023 Data Source: CALPADS/Local Data	7.75% Data Year: 2023-2024 Data Source: CALPADS/Local Data	15% Data Year: 2024-2025 Data Source: CALPADS/Local Data	10%	Reclassification rate: +15%

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal Three supported the progress toward meeting the goal: All English Learners will make progress towards academic proficiency as measured by the CAASPP performance on ELA and Math.

3.1 Intervention Teacher for English Learners
4 – Full Implementation
The district provided English Learners with designated and/or integrated English language development instruction targeted to their English proficiency levels and aligned with state content standards and curriculum frameworks. This instruction was based on sound instructional theory, utilized standards-aligned instructional materials, and supported students in accessing the full educational program There was no difference between the planned implementation and the actual implementation.

3.2 Resources/Materials for English Learners
4 – Full Implementation
The district purchased ELD materials, supplies, and technology (ELD programs such as BrainPOP Spanish) to enhance/enrich the core curriculum for our English Learners. There was no difference between the planned implementation and the actual implementation.

3.3 Professional Development for ELD
4 – Full Implementation

Westside provided and/or purchased professional development for all staff in the California ELD frameworks, as well as strategies for increasing achievement for English Learners and LTEL Students. FCSS provides additional support and strategies to best support English Learners. There was no difference between the planned implementation and the actual implementation.

3.4 Parent Engagement for Parents of English Learners
4 – Full Implementation
Westside collaborated with parents of English Learner students to jointly develop individualized learning plans that supported each student's unique needs. There was no difference between the planned and actual implementations.

3.5 English Language Development Program
4 – Full Implementation
Westside Elementary provided ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and long-term ELs. English Learners in grades K-3 received designated ELD instruction within the general education classroom.

Overall Successes: The LEA has continued to provide a full-time ELD instructor for grades K-8.

Overall Challenge: The district faces a low reclassification rate for English Learners.

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.

3.1 Intervention Teacher for English Learners. This action was below budget due to funding from other sources for the 2025-2026 school year.

3.2 Resources/Materials for English Learners. This action was below budget due to funding from other sources for the 2025-2026 school year.

3.3 Professional Development for ELD. No dollars were spent due to funding from other sources for the 2025-2026 school year.

3.4 Professional Engagement for Parents of English Learners. No dollars were spent due to funding from other sources for the 2025-2026 school year.

3.5 English Language Development Program. No dollars were spent due to funding from other sources for the 2025-2026 school year.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three supported the progress toward meeting the goal: All English Learners will make progress towards academic proficiency as measured by the CAASPP performance on ELA and Math.

Action(s):
Metrics and Student Groups: CAASPP ELA/Math, All Students, EL, LTELs
Data Statement:
ELA
All Students: 39.2 points below standard
Increased 4.4 Points
EL: 56.3 points below standard
Increased 15.6 Points
LTEL: 72.2 points below standard
Increased 30.9 Points

ELA Analysis Statement:
Smarter Balanced ELA performance improved from 26.66% Met/Exceeded at baseline to 37.89% in Year 2, an increase of 11.23 percentage points.
Low Income students improved from 26.66% Met/Exceeded to 33.33%, a 6.67 percentage point increase from baseline.
English Learners demonstrated strong growth, increasing from 4.65% Met/Exceeded at baseline to 20.41% in Year 2, a 15.76 percentage point increase.
Overall Smarter Balanced ELA results show positive growth across student groups, with the largest gains seen among English Learners and LTEL students, and reductions in the Not Met category for most groups.

Math
All Students: 74.7 points below standard
Increased 14.4 Points
EL: 89.9 points below standard
Increased 8.4 Points
LTEL: 113.7 points below standard
Increased 4.7 Points

Math Analysis Statement:
Smarter Balanced Math performance declined slightly from 16.66% Met/Exceeded at baseline to 15% in Year 2, a decrease of 1.66 percentage points.
Low Income students decreased from 16.66% Met/Exceeded to 14.49%, a 2.17 percentage point decline from baseline.
English Learners declined from 9.30% Met/Exceeded at baseline to 2.04% in Year 2, a 7.26 percentage point decrease.
Overall Smarter Balanced Math results show stagnant to declining performance across student groups, with increases in the Not Met category, particularly among English Learners and LTEL students, indicating a need for strengthened math instruction, intervention, and language-supported mathematics strategies.

3.1 Intervention Teacher for English Learners
By evaluating the data above alongside educational partner feedback from teachers, administrators, and families of English Learners, it is clear that the action partially met the intended outcomes of English Learners, (including Long-Term English Learners) through providing designated and integrated English Language Development instruction targeted to students' English proficiency levels, aligning instruction with state content standards and curriculum frameworks, and utilizing standards-aligned instructional materials to increase access to the full educational program. While English Learners demonstrated improvements in ELA and Mathematics, and Long-Term English Learners also improved in ELA & Mathematics, both student groups continue to perform below the state standard, indicating that continued implementation and refinement of these supports are necessary to accelerate student achievement.

3.2 Resources/Materials for English Learners
By evaluating the data above alongside educational partner feedback from teachers, administrators, and families of English Learners, it is clear that the action fully met the intended outcomes as English Learners continue to receive resources toward English proficiency which includes English Language Development materials, supplies, and technology (ELD programs such as BrainPOP Spanish) to enhance/enrich the core curriculum for our English Learners and Long-term English Language Learners.

3.3 Professional Development for ELD
By evaluating the data above alongside educational partner feedback from teachers, administrators, and members of the DELAC, it is clear that the action fully met the intended outcomes for the total number of EL students making progress toward proficiency as 15% of EL students were reclassified from baseline and therefor will continue supplying strategies for increasing achievement for English Learners and Long-term English Language Learners and collaborating with FCSS for additional support and strategies to best support English Learners and Long-term English Language Learners.

3.4 Parent Engagement for Parents of English Learners
By evaluating the data above alongside educational partner feedback from teachers, administrators, and families of English Learners,, it is clear that the action fully met the intended outcomes for developing unique and individual learning plans to support each student's needs and will continue to collaborated with parents of English Learner students and Long-term English Language Learners to jointly develop individualized learning plans that supported each student’s unique needs for academic success.

3.5 English Language Development Program
By evaluating the data above alongside educational partner feedback from teachers, administrators, and members of the DELAC, it is clear that the action partially met the intended outcomes for the total number of EL students making progress toward proficiency as 15% of EL students were reclassified despite the enrollment continuing to decline, indicating that continued implementation of an English Language Development Program is necessary and will continue to provided ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and Long-term English Language Learners.

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

There were no changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention Teacher for English Learners	The district will provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. During the data analysis of CAASPP assessment data broken down by subgroup, the data identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. In order to bridge the gaps of our English Learners, the district will provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.	$102,224.63	No
3.2	Resources/Materials for English Learners	The district will purchase ELD materials, supplies, and technology (ELD programs such as BrainPOP Spanish) to enhance/enrich the core curriculum for our English Learners.	$3,000.00	Yes
3.3	Professional Development for ELD	Westside will provide and/or purchase professional development for all staff in the California ELD frameworks, as well as strategies for increasing achievement for English Learners. The professional development will develop teachers' specific language instruction skills using vocabulary and language development to support literacy skills and language acquisition. Westside also recognizes the unique needs of our Long-Term English Language Learners. Westside will provide professional development for our 5th-8th grade teachers specific to the instructional needs of our ELs who have not yet redesignated to English proficient.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Parent Engagement for parents of English Learners	The district will provide parents of English Learner students with parent meetings to promote a more jointly established learning plan. The district will provide engagement activities through guest speakers as well to instill a more cohesive learning environment.	$16,500.00	Yes
3.5	English Language Development Program	Westside Elementary will provide ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and long-term ELs. English Learners in grades K-3 receive designated ELD instruction within the general education classroom. All students, K-8 receive integrated ELD instruction on a daily basis in all subjects. This is served through both our ELD-specific curriculum as well as our core curricular programs aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. Additionally, our Long-term English Language Learners who already receive pull-out designated ELD instruction will have an increased focus on language instruction that targets the unique needs of these LTELs. This program is designed to ensure that students who have not yet gained English proficiency are being provided the necessary instruction to do so.	$15,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism	All: 16.5%	All: 16.2%	All: 10.2%	All: 10%	All: -6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 16.5% EL: 18.4% FY: N/A Data Year: 2022-2023 Data Source: DataQuest	LI: 17.6% EL: 16.3% FY: N/A Data Year: 2023-2024 Data Source: Data Quest	LI: 10% EL: 9.1% FY: N/A Data Year: 2024-2025 Data Source: Data Quest	LI: 10% EL: 11.5% FY: N/A	LI: -6.5% EL: -9.3% FY: N/A
4.2	Attendance Rate	All: 94.5% LI: 94.5% EL: 94.5% FY: N/A Data Year: 2022-2023 Data Source: P-2	All: 92% LI: 92% EL: 92% FY: N/A Data Year: 2023-2024 Data Source: P-2	All: 92% LI: 90% EL: 80% FY: N/A Data Year: 2024-2025 Data Source: P-2	All: 97% LI: 97% EL: 97% FY: N/A	All: -2.5% LI: -4.5% EL: -14.% FY: N/A
4.3	Suspension Rate	All: 2.1% LI: 2.1% EL: 0% FY: N/A Data Year: 2022-2023 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: N/A Data Year 2023-2024 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: N/A Data Year 2024-2025 Data Source: CA Dashboard	All: 1% LI: 1% EL: 1% FY: N/A	All: -2.1% LI: -2.1% EL: 0% FY: NA
4.4	Middle School Drop Out Rate	All: 0% LI: 0%	All: 0% LI: 0%	All: 0% LI: 0%	All: 0% LI: 0%	All: 0% LI: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% FY: N/A Data Year: 2022-2023 Data Source: DataQuest	EL: 0% FY: N/A Data Year: 2023-2024 Data Source: DataQuest	EL: 0% FY: N/A Data Year: 2024-2025 Data Source: DataQuest	EL: 0% FY: N/A	EL: 0% FY: N/A
4.5	Expulsion Rate	All: 0% LI: 0% EL: 0% FY: N/A Data Year: 2022-2023 Data Source: DataQuest	All: 0% LI: 0% EL: 0% FY: N/A Data Year: 2023-2024 Data Source: DataQuest	All: 0% LI: 0% EL: 0% FY: N/A Data Year: 2024-2025 Data Source: DataQuest	All: 0% LI: 0% EL: 0% FY: N/A	All: 0% LI: 0% EL: 0% FY: N/A
4.6	Sense of safety and school connectedness	Connectedness Students 83% Parents 93% Teachers 85% Safety Students 83% Parents 97% Teachers 100% Data Year: 2023-24 Data Source: Local Survey	Connectedness Students 85% Parents 95% Teachers 85% Safety Students 85% Parents 97% Teachers 100% Data Year: 2024-25 Data Source: Local Survey	Connectedness Students 85% Parents 100% Teachers 90% Safety Students 85% Parents 99% Teachers 90% Data Year: 2025-26 Data Source: Local Survey	Connectedness Students 90% Parents 90% Teachers 90% Safety Students 90% Parents 90% Teachers 90%	Connectedness Students +2% Parents +7% Teachers +5% Safety Students +2% Parents +2% Teachers -10%
4.7	Access to a broad course of study reflecting	All	All	All	All	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access to field trips and Arts Instruction as measured by a review of teacher lesson plans	100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. EL 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. FY N/A Data Year: 2023-2024 Data Source: Lesson Plans	100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. EL 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. FY N/A Data Year: 2024-2025 Data Source: Lesson Plans	100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. EL 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. FY N/A Data Year: 2025-2026 Data Source: Lesson Plans	100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. LI 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. EL 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. FY N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report	Full Implementation and Sustainability Data Year: 2024-2025 Data Source: Local Indicator Report	Full Implementation and Sustainability Data Year: 2025-2026 Data Source: Local Indicator Report	Full Implementation and Sustainability	No Change

Goal Analysis [2025-26]

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

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

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

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal Four supported the progress toward meeting the goal: Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.

4.1: Providing Visual and Performing Arts and Athletics
4 – Full Implementation
The district provided some form of a music program and implemented a music program. The district continued to provide stipends for teachers who worked after-hours coaching and who transported students to off-campus tournaments. It also continued to arrange transportation to and from those events. VAPA and sports services were provided both during and after the regular school day.

4.2: Programs and Supports for Chronic Absenteeism
4 – Full Implementation
The district provided behavior and attendance awards programs, as well as professional development for staff on positive discipline, restorative practices, and student engagement strategies. It also provided social-emotional support from the school psychologist.

4.3: Parent Support/Enrichment
3 – Initial Implementation

The district addressed those needs by providing support and enrichment to our English Learner families through various methods to strengthen the overall relationship between the district and the families. It provided parent training on topics such as internet safety, bullying, and social–emotional needs. It also held nightly meetings throughout the school year to address the needs of our students and families.

Overall Successes: Now that the remodel for the school's field is complete the LEA was able to purchase new backstops and bleaches for the sports fields. The LEA has been able to bring back all sports to all students. The LEA has been able to resume all educational excursions to bring about an additional optimal learning experience for all students. The LEA has been able to bring guest speakers to deliver powerful motivational messages and also provide life-learning experiences for all students.

Overall Challenges: A challenge the district has faced is the difficulty of finding a music/art teacher. The rural location of the district is one of the several defining factors for not acquiring a full-time or part-time instructor.

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

4.1: Providing Visual and Performing Arts and Athletics. This action was underspent due to funding through other sources during the 2025-2026 school year.

4.2: Programs and Supports for Chronic Absenteeism. This action was underspent due to funding through other sources during the 2025-2026 school year.

4.3: Parent Support/Enrichment. There were no material differences spent for this action.

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

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

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

The actions outlined in Goal Four supported the progress toward meeting the goal: Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.

Action(s) 4.1: Providing Visual and Performing Arts and Athletics & 4.3: Parent Support/Enrichment
Metrics and Student Groups: CAASP EL & Math for EL and All Students.

ELA Analysis Statement:
Smarter Balanced ELA performance improved from 26.66% Met/Exceeded at baseline to 37.89% in Year 2, an increase of 11.23 percentage points.
Low Income students improved from 26.66% Met/Exceeded to 33.33%, a 6.67 percentage point increase from baseline.

English Learners demonstrated strong growth, increasing from 4.65% Met/Exceeded at baseline to 20.41% in Year 2, a 15.76 percentage point increase.
Overall Smarter Balanced ELA results show positive growth across student groups, with the largest gains seen among English Learners and LTEL students, and reductions in the Not Met category for most groups.

Math Analysis Statement:
Smarter Balanced Math performance declined slightly from 16.66% Met/Exceeded at baseline to 15% in Year 2, a decrease of 1.66 percentage points.
Low Income students decreased from 16.66% Met/Exceeded to 14.49%, a 2.17 percentage point decline from baseline.
English Learners declined from 9.30% Met/Exceeded at baseline to 2.04% in Year 2, a 7.26 percentage point decrease.
Overall Smarter Balanced Math results show stagnant to declining performance across student groups, with increases in the Not Met category, particularly among English Learners and LTEL students, indicating a need for strengthened math instruction, intervention, and language-supported mathematics strategies.

Analysis Statement connecting Action(s) 4.1: Providing Visual and Performing Arts and Athletics & 4.3: Parent Support/Enrichment:

4.2: Programs and Supports for Chronic Absenteeism
Metrics and Student Groups: Chronic Absenteeism, All Students, EL
Data Statement: Chronic Absenteeism
All: -6.5%
LI: -6.5%
EL: -9.3%
FY: N/A

Effectiveness of Action(s):
4.1 Chronic Absenteeism
By evaluating the data above alongside educational partner feedback from teachers, administrators, and students, it is clear that the action was met as chronic absenteeism decreased by 6.3% from baseline, indicating that the continued implementation and refinement of these supports such as after school transportation and stipends for coaches are necessary to improve student attendance as the rates for Chronic Absenteeism are still around 10.2%.

4.2 Attendance Rate
By evaluating the data above alongside educational partner feedback from teachers, administrators, students, and parents it is clear that the action was partially met as attendance rate decreased by 2.5% from baseline despite enrollment continuing to decline there it is necessary to continue implementing behavior and attendance awards programs, as well as professional development for staff on positive discipline, restorative practices, and student engagement strategies with support from the school psychologist for social-emotional learning.

4.3 Suspension Rate
By evaluating the data above alongside educational partner feedback from teachers, administrators, students, and parents it is clear that the action was fully met as suspension rate decreased by 2.1% from baseline resulting in a 0%. In effect, the district will continue addressing

those needs by providing support to the members of the community and enrichment to our English Learner families through various methods to strengthen the overall relationship between the district and the families focusing on internet safety, bullying, and social–emotional learning during nightly meetings throughout the school year to address the needs of our students and families.

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

No Changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Providing Visual and Performing Arts and Athletics	The district will provide some form of a music program and implement the following services and programs: The district will continue to attempt to provide some form of a music program. The district will continue the process of bringing back a full sports program. The district will continue to provide uniforms and equipment to all students. The district will continue to provide stipends for teachers working after-hours coaching and taking students to off-campus tournaments. The district will also continue to provide transportation to and from the events. Music and sports services will be provided during and after the regular school day. A majority of students do not otherwise have access to music and sports activities outside of the school environment. These services and programs are designed to best meet the needs of English Learner students.	$146,758.96	Yes
4.2	Programs and Supports for Chronic Absenteeism	The district will provide behavior and attendance awards programs, and Professional Development to staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies. The district will provide an additional full day of services/activities with the school psychologist contracted by Fresno County Superintendent of Schools to help engage students and promote positive mental health. The extra day of the school psychologist's time will not be used to perform any special education/IEP-related duties/assignments. Increase assemblies with guest speakers to aid in student engagement and provide professional development for teachers, staff, and students. The district will send letters home when	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students approach and exceed the 10-day absence point, as well as incentivize each classroom's attendance to help curb the rate of chronic absenteeism and improve the school's overall attendance. The implementation of these practices has shown an overall improvement in our chronic absenteeism rate.		
4.3	Parent Support/Enrichment	The district will provide support and enrichment to our English Learner families through various methods to help strengthen the overall relationship between the district and the families. Supports and enrichment the district will provide will include parent training on various topics such as internet safety, bullying, and social/emotional needs, also the district will incorporate nightly meetings throughout the school year to address the needs of our students and families.	$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$576,568	$75,950

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
43.200%	27.130%	$369,223.30	70.330%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to meet the needs most associated with English learners. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
2.3	**Action:** Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics **Need:** An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table. Based on a local needs assessment and district experience, our English Learner students experience a lack of access to instructional materials, technology, and out of school academic experiences. **Scope:** LEA-wide	Westside will address this need by providing the materials, support, and enrichment opportunities to strengthen our students' academic achievement. Westside's English Language Learners have the least access to supplemental learning materials needed to enhance their learning and provide opportunities to practice their learning during and beyond the core instructional time. The teachers will have access to incorporate the programs within their daily and weekly instruction. We believe academic field trips will provide enrichment in social studies and science, and enhance learning opportunities for our students. We also will provide enrichment for our families as a whole with meetings held throughout the school year. We will include guest speakers on various topics to provide support to both the students and families. Educational partners indicated a need to provide devices to grades 6-8 at school and at home. Providing Chromebooks ensures uninterrupted access to digital curriculum and educational tools, supporting personalized learning and closing the digital divide for middle school students. By having devices both at home and at school, students can complete assignments, engage in collaborative projects, and develop essential 21st-century skills regardless of their background. Additional supplemental materials, hands-on learning, and engagement opportunities are	CAASPP ELA/Math All Students EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		designed for our ELs to have additional opportunities to practice the skills and strategies necessary to recover learning gaps and develop 21st-century skills such as problem-solving and collaboration. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
2.4	**Action:** Provide Engagement activities for unduplicated students **Need:** An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table. A local needs assessment and teacher survey results, indicated the need for engagement activities and other supplemental learning experiences because our English Learners lack access to these resources outside of the school environment. This lack of access was exacerbated by the pandemic. **Scope:** LEA-wide	To meet the greater need of our English Learners, the district will address this need by providing a variety of activities to harness the optimal learning environment for our students. The district will provide both in-class engagement activities as well as off-site opportunities for our students to have a learning experience. The district will partner with outside agencies to help promote a positive learning environment for our students including activities in which students would not otherwise access or participate. The district will provide social/emotional support services for our students as well as our families such as providing access to additional supports not available in our rural community. These additional opportunities will support the development of the whole child and will provide students with the skills necessary to cope with difficult situations when they experience the standards in real-world situations. This action is designed to meet the needs most associated with English learners. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	CAASPP ELA/Math All Students EL
2.5	**Action:** Improved/Continued Technology access **Need:**	Westside in order to further meet the needs of the English Learners will continue to purchase Chromebooks for grades 3-8 which are principally directed toward English Learners and are effective	CAASPP ELA/Math All Students EL

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Chronic Absenteeism data identified that English Learners have a higher rate the “all students” group, as reflected in the metrics table. During an in-depth local needs assessment the district found that English Learner students lacked access to additional social/emotional supports and scaffolds inside and outside of the school environment which are both factors that impact attendance. Based on the district's knowledge of the English Learners the district understands the need to address those needs. **Scope:** LEA-wide	Student Engagement Strategies. The district will also provide a full day of social-emotional support from the school psychologist. LEA experience indicates that behavior and attendance programs, including positive reinforcement and recognition, increase connection to the school, higher attendance, and subsequent increased levels of academic achievement. The additional day of the school psychologist's time will not be used to perform any special education/IEP-related duties/assignments. The school psychologist services will also promote social-emotional support, and provide additional support through social skills in small groups, and on an individual basis as needed. Behavior and Attendance Awards Programs: Reinforces school connection through public recognition, which builds a sense of belonging for students who might otherwise feel isolated. Recognizes consistent attendance and positive behavior, providing tangible motivation for students through incentives such as activities and games. Professional Development on Positive Discipline, Restorative Practices, and Student Engagement Strategies: Equips staff with tools to address trauma-related behaviors common in economically stressed households, including training on PBIS for staff. Additional Full Day of Services/Activities with School Psychologist (Non-IEP Duties): Offers mental health and social-emotional support to address stressors. Provides safe, supportive adult	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		connections on campus to encourage regular attendance. Increased Assemblies with Guest Speakers to Promote Engagement: Helps connect school content to real-world success stories. Creates excitement around school events, making attendance more desirable. Letters Home at 10-Day Absence Threshold: Ensures communication is multilingual and accessible, so parents understand attendance concerns. Gives clear, early notification to families who may not be aware of cumulative absences due to irregular work schedules or multiple children. These services and programs are designed to best meet the needs of our English Learner students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.3	**Action:** Parent Support/Enrichment **Need:** An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table. Based on our review of local needs assessment the district found that our English Learner students and their families lack the capacity to provide instructional support and	The district will address the needs by providing support and enrichment to our English Learner families through various methods to help strengthen the overall relationship between the district and the families. We will provide parent training on various topics such as internet safety, bullying, and social/emotional needs. We will incorporate nightly meetings throughout the school year to address the needs of our students and families. We will provide childcare services to parents if the service is needed. Engaging English Learner families in their student's education and providing them with ways to support their students in their learning through strategies and skill	CAASPP ELA/Math All Students EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to additional academic and English language acquisition services and scaffolds outside of the school environment. In viewing our metrics the district found that increasing the "Sense of safety and school connectedness" is a need to be addressed. **Scope:** LEA-wide	development at home will better equip them to be successful at school. Based on the district's local needs assessments to meet the greater needs of the English Learners. These services and programs are designed to best meet the needs of our English Learner students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Resources/Materials for English Learners **Need:** An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the “all students” group, as reflected in the metrics table. 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.	In order to overcome the gaps for our English Learners, the district will provide ELD materials, supplies, and technology (ELD programs such as BrainPOP Spanish) to enhance/enrich the core curriculum for our English Learners. These supplemental materials, supplies, and technology will support literacy skills and language acquisition. Resources will be available to these students during the regular school day as well as after-school tutoring and are designed to scaffold support language acquisition.	CAASPP ELA/Math All Students EL

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students" group, as reflected in the metrics table. A local needs assessment indicated the district's English learner students and parents lacked comprehensive academic communication, planning, and coordination as well as coordinated social-emotional student support aimed toward meeting the individual needs of each English learner. **Scope:** Limited to Unduplicated Student Group(s)	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.	
3.5	**Action:** English Language Development Program **Need:** An in-depth review of CAASPP assessment data identified that English Learners are underperforming as compared to the "all students" group, as reflected in the metrics table. Based on a local needs assessment and district experience, our Long-term English Language Learners have additional language acquisition needs that extend beyond those of their peers who have attained redesignation.	To progress the needs of our English Learners, the district will provide ELD instruction to grades 4-8 as designated pull-out support to meet the needs of English Learners, including newcomers and long-term ELs. English Learners in grades K-3 receive designated ELD instruction within the general education classroom. All students, K-8 receive integrated ELD instruction on a daily basis in all subjects. This is served through both our ELD-specific curriculum as well as our core curricular programs aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.	CAASPP ELA/Math All Students EL LTELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	Our Long-term English Language Learners who already receive pull-out designated ELD instruction will have an increased focus on language instruction that targets the unique needs of these LTELs. This program is designed to ensure that students who have not yet gained English proficiency are being provided the necessary instruction to do so.	

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

N/A

Additional Concentration Grant Funding

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

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

This is reflected in and Goal 2, Action 1.

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

Staff-to-student 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,334,661	576,568	43.200%	27.130%	70.330%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,685,929.57	$462,334.00	$0.00	$0.00	$3,148,263.57	$1,866,862.18	$1,281,401.39

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Salaries and Benefits	All	No			All Schools	2021 - 2024	$1,098,741.98	$0.00	$1,098,741.98				$1,098,741.98	
1	1.2	Maintain transportation services and school facilities	All	No			All Schools	2021-2024	$0.00	$360,000.00	$360,000.00				$360,000.00	
1	1.3	Continue state adopted curriculum and materials for all students.	All	No			All Schools	2021-2024	$0.00	$176,301.43	$176,301.43				$176,301.43	
1	1.4	Staff stipends	All	No			All Schools	2022-2024	$180,000.00	$0.00		$180,000.00			$180,000.00	0
1	1.5	Students with Disabilities	Students with Disabilities	No			All Schools		$5,000.00	$5,000.00	$10,000.00				$10,000.00	
2	2.1	Paraprofessionals in the classroom	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$173,086.62	$0.00	$173,086.62				$173,086.62	0
2	2.2	Professional Development for Teachers	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$10,000.00	$10,000.00	$20,000.00				$20,000.00	0
2	2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$20,000.00	$155,157.00	$175,157.00				$175,157.00	0
2	2.4	Provide Engagement activities for unduplicated students	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$0.00	$65,000.00	$65,000.00				$65,000.00	0
2	2.5	Improved/Continued Technology access	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$0.00	$100,000.00	$100,000.00				$100,000.00	0
2	2.6	Provide extended learning opportunities	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$61,158.95	$25,000.00	$86,158.95				$86,158.95	0
2	2.7	Learning Recovery and Emergency Block Grant Support	All	No					$142,150.00	$140,184.00		$282,334.00			$282,334.00	
3	3.1	Intervention Teacher for English Learners	All English Learners	No			All Schools	2021-2024	$102,224.63	$0.00	$102,224.63				$102,224.63	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Resources/Materials for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	$0.00	$3,000.00	$3,000.00				$3,000.00	0
3	3.3	Professional Development for ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	$1,500.00	$1,500.00	$3,000.00				$3,000.00	0
3	3.4	Parent Engagement for parents of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	$15,000.00	$1,500.00	$16,500.00				$16,500.00	0
3	3.5	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-2024	$15,000.00	$0.00	$15,000.00				$15,000.00	
4	4.1	Providing Visual and Performing Arts and Athletics	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$25,000.00	$121,758.96	$146,758.96				$146,758.96	0
4	4.2	Programs and Supports for Chronic Absenteeism	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$15,000.00	$105,000.00	$120,000.00				$120,000.00	0
4	4.3	Parent Support/Enrichment	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2024	$3,000.00	$12,000.00	$15,000.00				$15,000.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,334,661	576,568	43.200%	27.130%	70.330%	$938,661.53	0.000%	70.330 %	**Total:**	$938,661.53
								LEA-wide Total:	$901,161.53
								Limited Total:	$37,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Paraprofessionals in the classroom	Yes	LEA-wide	English Learners	All Schools	$173,086.62	0
2	**2.2**	Professional Development for Teachers	Yes	LEA-wide	English Learners	All Schools	$20,000.00	0
2	**2.3**	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Yes	LEA-wide	English Learners	All Schools	$175,157.00	0
2	**2.4**	Provide Engagement activities for unduplicated students	Yes	LEA-wide	English Learners	All Schools	$65,000.00	0
2	**2.5**	Improved/Continued Technology access	Yes	LEA-wide	English Learners	All Schools	$100,000.00	0
2	**2.6**	Provide extended learning opportunities	Yes	LEA-wide	English Learners	All Schools	$86,158.95	0
3	**3.2**	Resources/Materials for English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	$3,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
3	3.3	Professional Development for ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	0
3	3.4	Parent Engagement for parents of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$16,500.00	0
3	3.5	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	
4	4.1	Providing Visual and Performing Arts and Athletics	Yes	LEA-wide	English Learners	All Schools	$146,758.96	0
4	4.2	Programs and Supports for Chronic Absenteeism	Yes	LEA-wide	English Learners	All Schools	$120,000.00	0
4	4.3	Parent Support/Enrichment	Yes	LEA-wide	English Learners	All Schools	$15,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,122,919.56	$2,094,864.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Salaries and Benefits	No	$1,098,741.98	1,065,763.25
1	**1.2**	Maintain transportation services and school facilities	No	$300,000.00	384,646.78
1	**1.3**	Continue state adopted curriculum and materials for all students.	No	$176,301.43	26,442.35
1	**1.4**	Staff stipends	No	$180,000.00	23,955.61
1	**1.5**	Students with Disabilities	No	$10,000.00	0.00
2	**2.1**	Paraprofessionals in the classroom	Yes	$183,323.00	215,533.52
2	**2.2**	Professional Development for Teachers	Yes	$20,000.00	451.63
2	**2.3**	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Yes	$150,000.00	173,534.16
2	**2.4**	Provide Engagement activities for unduplicated students	Yes	$55,000.00	5,037.57
2	**2.5**	Improved/Continued Technology access	Yes	$110,000.00	8,472.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Provide extended learning opportunities	Yes	$45,000.00	47,336.01
2	**2.7**	Learning Recovery and Emergency Block Grant Support	No	$241,816.00	0.00
3	**3.1**	Intervention Teacher for English Learners	No	$92,480.28	61,745.37
3	**3.2**	Resources/Materials for English Learners	Yes	$3,000.00	144.83
3	**3.3**	Professional Development for ELD	Yes	$6,000.00	0.00
3	**3.4**	Parent Engagement for parents of English Learners	Yes	$5,000.00	0.00
3	**3.5**	English Language Development Program	Yes	$35,000.00	0.00
4	**4.1**	Providing Visual and Performing Arts and Athletics	Yes	$210,000.00	15,891.78
4	**4.2**	Programs and Supports for Chronic Absenteeism	Yes	$186,256.87	49,853.18
4	**4.3**	Parent Support/Enrichment	Yes	$15,000.00	16,056.62

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
530,784	$1,023,579.87	$532,311.52	$491,268.35	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Paraprofessionals in the classroom	Yes	$183,323.00	215,533.52	0	
2	2.2	Professional Development for Teachers	Yes	$20,000.00	451.63	0	
2	2.3	Provide instructional materials, technology, and academic field trips for the unduplicated students in English Language Arts and Mathematics	Yes	$150,000.00	173,534.16	0	
2	2.4	Provide Engagement activities for unduplicated students	Yes	$55,000.00	5,037.57	0	
2	2.5	Improved/Continued Technology access	Yes	$110,000.00	8,472.22	0	
2	2.6	Provide extended learning opportunities	Yes	$45,000.00	47,336.01	0	
3	3.2	Resources/Materials for English Learners	Yes	$3,000.00	144.83	0	
3	3.3	Professional Development for ELD	Yes	$6,000.00	0	0	
3	3.4	Parent Engagement for parents of English Learners	Yes	$5,000.00	0.00	0	
3	3.5	English Language Development Program	Yes	$35,000.00	0.00	0	
4	4.1	Providing Visual and Performing Arts and Athletics	Yes	$210,000.00	15,891.78	0	
4	4.2	Programs and Supports for Chronic Absenteeism	Yes	$186,256.87	49,853.18	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	**4.3**	Parent Support/Enrichment	Yes	$15,000.00	16,056.62	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,360,953	530,784	27.242	66.243%	$532,311.52	0.000%	39.113%	$369,223.30	27.130%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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