LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Elementary School District
CDS Code: 10-62539-0000000
School Year: 2024-25
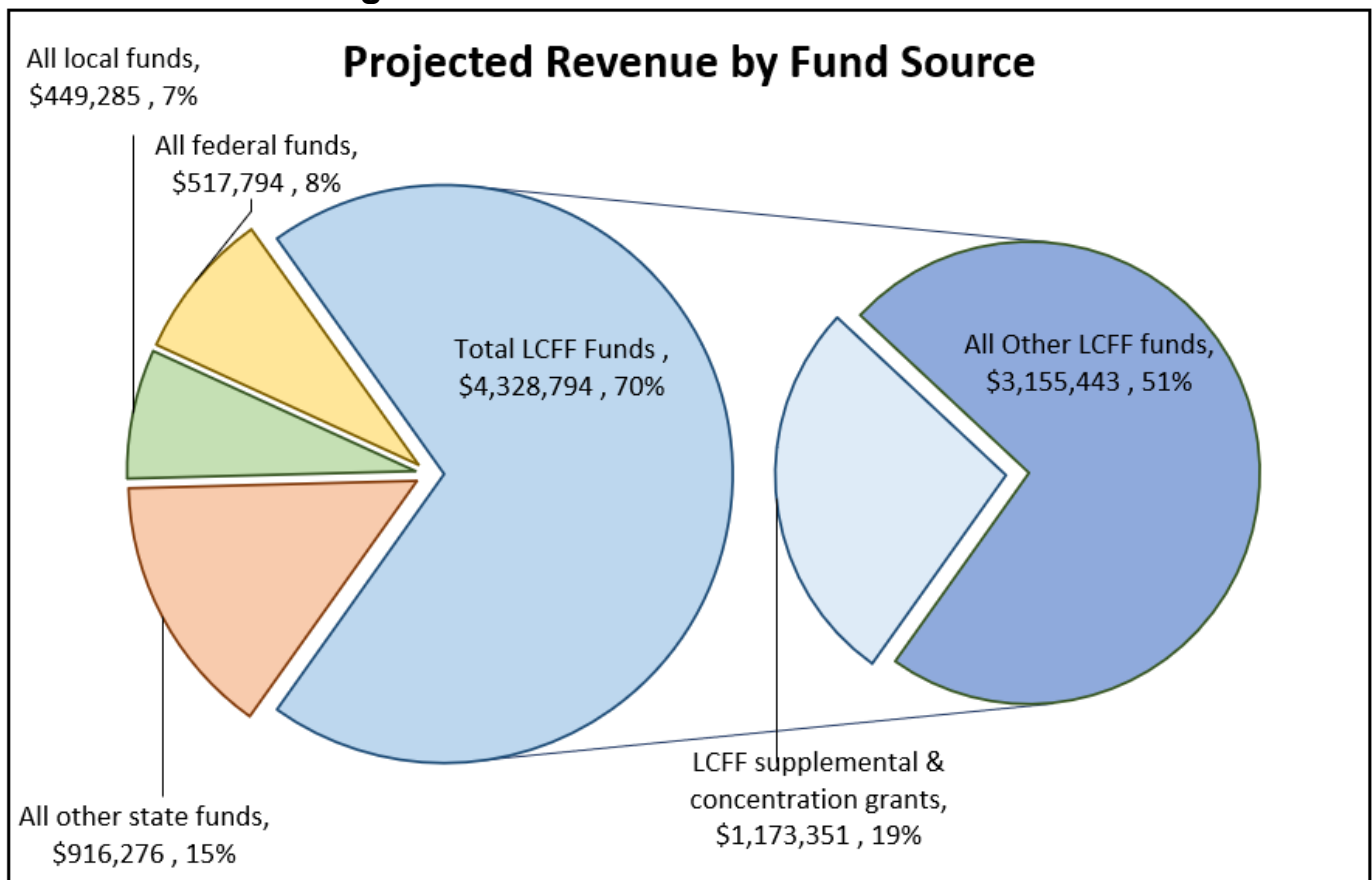LEA contact information:
Dr. Brian Clark
Superintendent
brian_c@wpesd.org
(559) 233-6501

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $449,285 , 7%

All federal funds, $517,794 , 8%

Total LCFF Funds , $4,328,794 , 70%

All Other LCFF funds, $3,155,443 , 51%

All other state funds, $916,276 , 15%

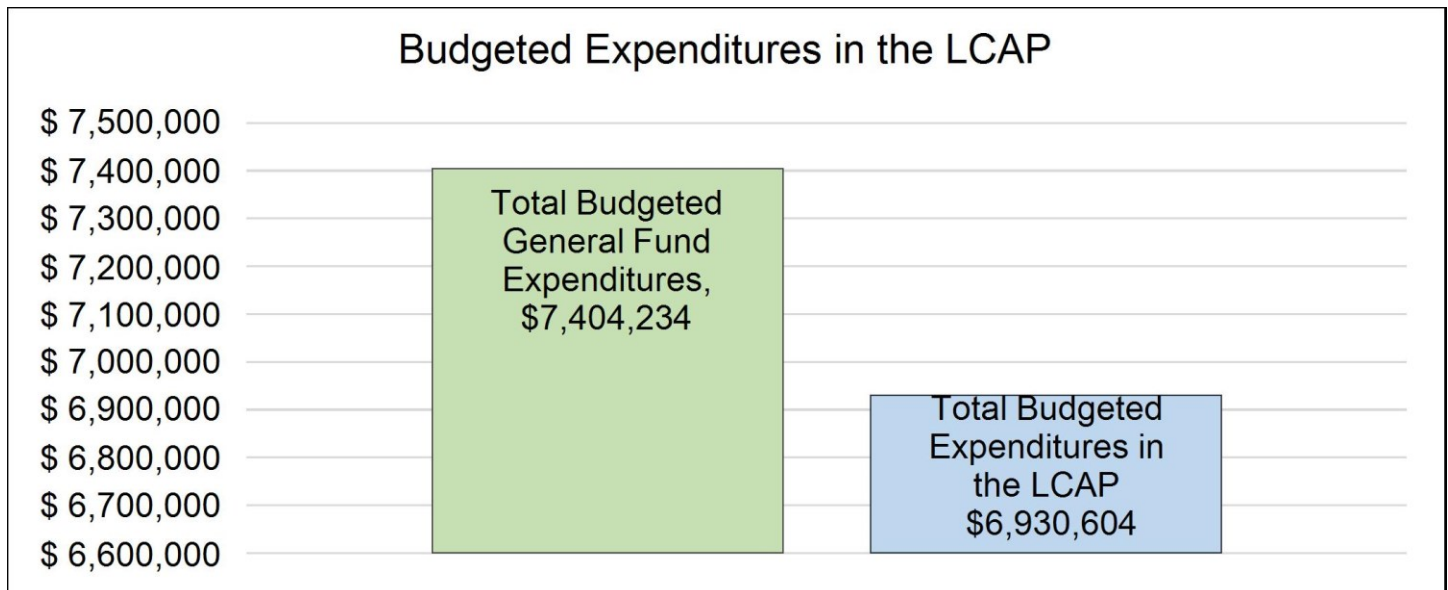LCFF supplemental & concentration grants, $1,173,351 , 19%

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

The text description for the above chart is as follows: The total revenue projected for West Park Elementary School District is $6,212,149, of which $4,328,794 is Local Control Funding Formula (LCFF), $916,276 is other state funds, $449,285 is local funds, and $517,794 is federal funds. Of the $4,328,794 in LCFF Funds, $1,173,351 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,404,234	Total Budgeted Expenditures in the LCAP $6,930,604

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

The text description of the above chart is as follows: West Park Elementary School District plans to spend $7,404,234 for the 2024-25 school year. Of that amount, $6,930,604.00 is tied to actions/services in the LCAP and $473,630 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
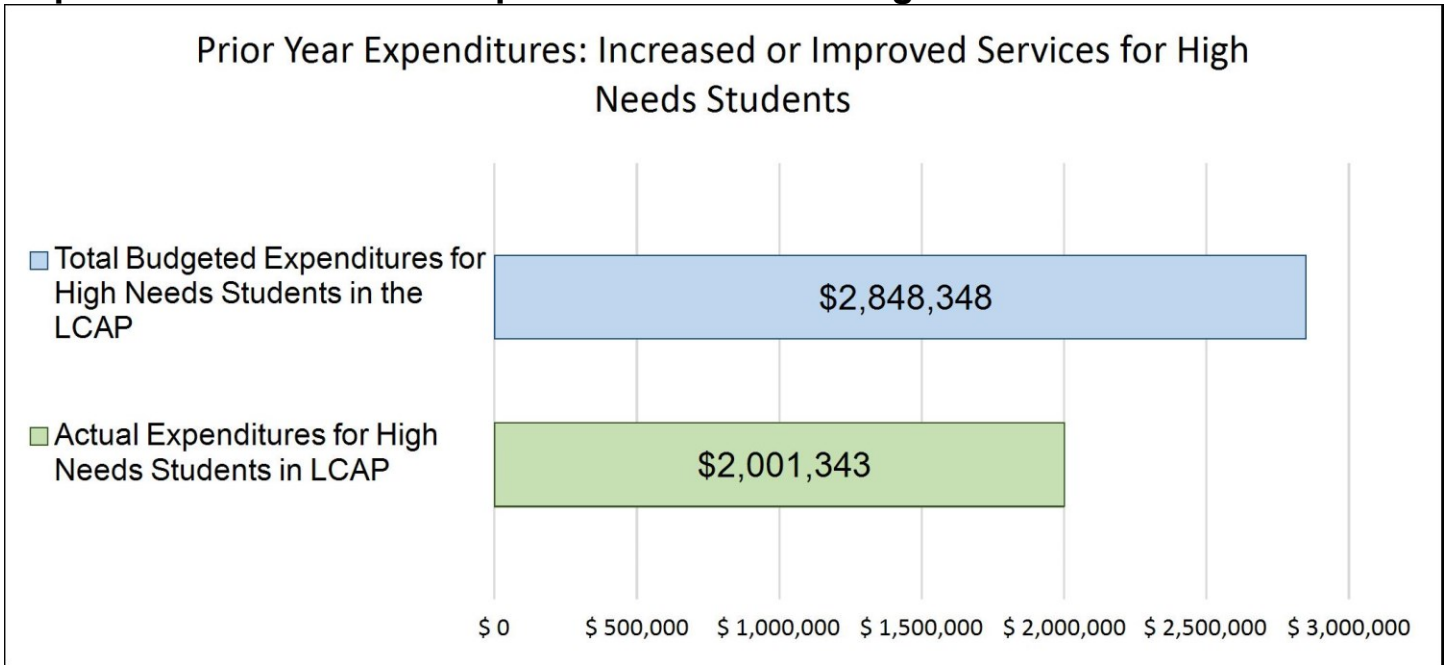
The total expenditures not included in the LCAP are related to district administration costs, utilities and other district operational costs

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

In 2024-25, West Park Elementary School District is projecting it will receive $1,173,351 based on the enrollment of foster youth, English learner, and low-income students. West Park Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Elementary School District plans to spend $1,924,863.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- **Total Budgeted Expenditures for High Needs Students in the LCAP**: $2,848,348
- **Actual Expenditures for High Needs Students in LCAP**: $2,001,343

(Horizontal axis: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000, $3,000,000)

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

The text description of the above chart is as follows: In 2023-24, West Park Elementary School District's LCAP budgeted $2,848,348 for planned actions to increase or improve services for high needs students. West Park Elementary School District actually spent $2,001,343 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $847,005 had the following impact on West Park Elementary School District's ability to increase or improve services for high needs students:

There was no adverse impact on most planned actions as one-time funds with time sensitivity were used to supplement a portion of the budgeted LCAP funds. The lack of qualified candidates to fill the positions of ELA and Math Instructional Specialists, and ELD Coordinator impacted the availability of additional intervention services and planned improvements to the English Learner program. These positions are planned in the 2024-25 LCAP since the need for these additional services remain a priority.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Elementary School District	Dr. Brian Clark Superintendent	brian_c@wpesd.org (559) 233-6501

Goals and Actions

Goal

Goal #	Description
1	Improve student academic achievement for all students, including English learners, foster youth, low-income students, and students with exceptional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned and Fully Credentialed Teachers	Misassignments: 0% Vacancies: 0% Data Year: 2019-20 Data Source: HR Department	100% of teachers appropriately assigned and fully credentialed. Data Year 2020-21 Data source: HR Department Reported to Governing Board, June 13, 2022	Misassignments: 13.6% Vacancies: 0% Data Year: 2021-22 Data Source: HR Department	Misassignments: 4% Vacancies: 9% Data Year: 2022-23 Data Source: HR Department	100% Appropriately Assigned and Fully Credentialed Teachers 0% Vacancies
Access to Standard-Aligned Instructional Materials	Core materials aligned: 100% Students with access: 100% Data Year: 2020-2021 Data Source: Annual Williams Act Inspection	Core materials aligned: 100% Students with access: 100% Data Year: 2021-2022 Data Source: Annual Williams Act Inspection Reported to Governing Board, June 13, 2022	Core materials aligned: 100% Students with access: 100% Data Year: 2022-2023 Data Source: Annual Williams Act Inspection Reported to Governing Board, June 28, 2023	Core materials aligned: 100% Students with access: 100% Data Year: 2023-2024 Data Source: Annual Williams Act Inspection Reported to Governing Board, June 11, 2024	Core materials aligned: 100% Students with access: 100% Data Year: 2023-2024 Data Source: Annual Williams Act Inspection Report to Governing Board, June 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Standards for All Students and Enable ELs' Access to CCSS and ELD Standards	ELD materials aligned: 100% Students with access: 100% Data Year: 2020-2021 Data Source: Local Teacher Survey	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. The District had a rating of 4 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Reported to Governing Board, June 13, 2022 Data Year: 2021-2022 Data Source: Local Teacher Survey	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. The District had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Reported to Governing Board, June 28, 2023 Data Year: 2022-2023 Data Source: Local Teacher Survey	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. The District had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Reported to Governing Board, June 11, 2024 Data Year: 2023-2024 Data Source: Local Teacher Survey	Adjusted Standards-aligned materials will be used in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. The District will have a rating of 4.5 or more on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Reported to Governing Board, June 2024 Data Year: 2023-2024 Data Source: Local Teacher Survey
Smarter Balanced ELA	Smarter Balanced ELA TBD once results become available. Data Year: 2020-2021	Students Meeting or Exceeding Standards in ELA Overall 23.5%	Students Meeting or Exceeding Standards in ELA Overall 17.2%	Students Meeting or Exceeding Standards in ELA Overall 15.9%	Smarter Balanced ELA: 5% increase each year of Overall students, Low-Income students, Hispanic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest	SWD 14.3% Low-Income 24.0% English Learners 13.1% Asian 30.4% Hispanic 23.4% White 14.3% Data Year: 2020-2021 Data Source: DataQuest	SWD 9.5% Low-Income 16.3% English Learners 7.9% Asian 24.0% Hispanic 17.6% White 0% Data Year: 2021-22 Data Source: DataQuest	SWD 6.3% Low-Income 15.1% English Learners 9.6% Asian 23.8% Hispanic 14.8% White 11.8% Data Year: 2022-23 Data Source: DataQuest	students, and Asian students meeting or exceeding standard. 7% increase each year for English Learners, Students w/Disabilities, and White students. Data Year: 2022-2023 Data Source: DataQuest
Smarter Balanced Math	Smarter Balanced Math TBD once results become available. Data Year: 2020-2021 Data Source: Dataquest	Students Meeting or Exceeding Standards in Math Overall 8.3% SWD 0% Low-Income 8.1% English Learners 1.0% Asian 13.1% Hispanic 7.7% White 7.1% Data Year: 2020-2021 Data Source: DataQuest	Students Meeting or Exceeding Standards in Math Overall 8.4% SWD 9.5% Low-Income 6.8% English Learners 4.5% Asian 8.0% Hispanic 8.5% White 7.7% Data Year: 2021-22 Data Source: DataQuest	Students Meeting or Exceeding Standards in Math Overall 10.0% SWD 3.2% Low-Income 7.6% English Learners 6.0% Asian 15.0% Hispanic 9.3% White 11.8% Data Year: 2022-23 Data Source: DataQuest	Smarter Balanced Math: 5% increase each year of all students meeting or exceeding standard. 7% increase each year for English Learners. Data Year: 2022-2023 Data Source: DataQuest
English Learner Students Making Progress toward English Proficiency	27.5% making progress towards English Language proficiency	Refer to data below in lieu of ELPI per suspended 2020 ELPAC	49.6% making progress towards English language proficiency	17.1% making progress towards English language proficiency	50% making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2018-19 Data Source: Fall 2019 ELPAC	Level 4 - 9% Level 3 - 21% Level 2 - 31% Level 1 - 39% Data Year: 2021 Data Source: ELPAC	Data Year 2021-22 Source: 2022 California School Dashboard English Learner Progress Indicator (ELPI)	Data Year 2022-23 Source: 2023 California School Dashboard English Learner Progress Indicator (ELPI)	Data Year: 2022-2023 Data Source: Fall 2023 ELPI
EL Reclassification Rate	El Reclassification rate 3.2% Data Year: 2019-2020 Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates) No reclassification in 2020-21 because ELPAC was not administered.	English Learner Reclassification Rate 0% Data Year: 2020-21 Data Source: Dataquest Annual Reclassification (RFEP) Counts and Rates [The ELPAC was administered to 175 (21 initial, 154 summative) students in 2020-21.]	English Learner Reclassification Rate 6.2% Data Year: 2021-22 Data Source: Local Data CDE reported that 2021-22 Reclassification Rates will be available available at DataQuest after July 2023.	English Learner Reclassification Rate 8.0% Data Year: 2022-23 Data Source: Local Data	English Learner Reclassification rate above 10% Data Year: 2022-23 Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates)
Broad Course of Study	Students with access to broad course of study: 100% Data Year: 2020-2021 Data Source: 2021 California School Dashboard	All students had access to a broad course of study. Results of the State's Self-Reflection Tool Reported to Governing Board, June 13, 2022	All students had access to a broad course of study. Results of the State's Self-Reflection Tool Reported to Governing Board, June 28, 2023	All students had access to a broad course of study. Results of the State's Self-Reflection Tool Reported to Governing Board, June 11, 2024	All students will have access to a broad course of study. Results of the State's Self-Reflection Tool Reported to Governing Board, June 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

Action 1.1 provides for general education teachers who ensure all students have access to a broad course of study as part of the core educational program. Personnel costs associated with the core educational program also include administrative costs to support the effective implementation of the core educational program. This element of the action was implemented as planned including a very successful Academic Leadership Team that met regularly throughout the school year and supported a new curriculum adoption for English language arts and successful collaborative teacher planning time. A challenge with this action is recruiting and retaining qualified and fully credentialed teachers at West Park Elementary School. Several positions were filled with candidates who held alternate credentials such as a long-term substitute in one of the middle school positions. Other elements of this action include providing clubs, athletics, motivational programs, and other co-curricular activities to help students feel connected to the school community. Several clubs were created for students to participate in including a garden club, a kindness club, and cheer.

Action 1.2 provides for teacher and classroom support staff professional development and weekly common teacher planning time. The action was implemented as planned through a partnership with FCOE. A success of this action was the impact of FCOE experts on West Park Elementary School teacher practices during the 2023-24 school year. FCOE experts provided high-quality, classroom-embedded professional learning opportunities for all teachers to support effective differentiated lesson design, data-driven instructional practices, coaching, model lessons, and improved instructional practices. A challenge with this action is the varying degree of teacher engagement in the classroom-embedded learning opportunities.

Action 1.3 provides for an English Learner Coordinator to ensure all English learners receive high-quality designated and integrated English Language Development (ELD) and the development of an annual English Learner Master Plan. This action was not implemented as planned due to the challenge of recruiting a qualified candidate for the position of English Learner Coordinator. In the absence of this position being filled, West Park Elementary School partnered with the FCOE English Learner Network Improvement Community which was instrumental in providing teachers with strategies to provide early interventions for English learners, supporting newcomers, and purchasing and implementing supplemental materials to support the needs of English learners. A significant success of this partnership was the identification and reclassification of 17 English learners. This action also included expenditures on necessary supplementary supplies and technology including hotspots, software programs, and Chromebooks. These elements of the action were implemented as planned. All English learners had access to supplementary supplies and technology to support their learning at school and home.

Action 1.4 provides supplemental resources to support the growth of low-income and English learner students' ELA, math, and science performance. This action was implemented as planned with Renaissance Reading and Math and iReady administered each quarter and providing teachers with online instructional resources to target and support the learning needs of students. A success of this action wasre using the benchmark assessment results during the professional development partnership with FCOE. Teachers actively participated in learning opportunities which strengthened their skills in using assessment results to drive the instructional process. A challenge is the consistent use of the benchmark assessment results by all teachers on a routine basis.

Action 1.5 provides supplemental academic support programs including Reading Corps and Math Corps that address skill sets that allow low-income, English learner, and Foster Youth students to access enrichment activities and interests. It also provides supplemental materials, supplies, and resources for staff that allow them to effectively differentiate lessons within the core instructional program and provide well-rounded, contextualized activities that enhance learning for low-income, English learner students and foster youth, building upon and connecting the learning experiences to the contexts of their student's life experiences. This action was not implemented as planned due to challenges with identifying and contracting with high-quality academic support programs in addition to Reading Corps and Math Corps. A success is the continued partnership with Reading Corps and Math Corps with greater student participation.

Action 1.6 provides supplemental instructional support including the opportunity for qualified staff to provide academic support to low-income and English learner students and their families after school hours. This need will be met through tutoring services provided by the California Teaching Fellows Foundation and via phone and web-based platforms. Such program supplements include but are not limited to the PAPER platform. This action was not implemented as planned due to challenges with identifying and contracting with high-quality supplemental instructional support providers beyond the partnership with the California Teaching Fellows Foundation. A future success will occur when West Park Elementary School is moved from the waiting list to receive services from the Fresno State University, Every Neighborhood Partnership Program which provides after-school and weekend services.

Action 1.7 provides for instructional intersessions during fall, winter, and spring breaks. This action was implemented as planned insomuch as the intersessions occurred as planned. The challenge was that student attendance was lower than expected at the first intersession which resulted in a material difference between planned expenditures and estimated actual expenditures. However, student attendance has increased throughout the year as more families have supported their child's attendance during intersessions.

Action 1.8 includes two math and two ELA instructional specialists to provide direct support to the identified students through well-designed, content-rich lessons in ELA and math delivered in a pedagogically sound and effective manner. The intent was to provide co-planning with teachers during PLC time, providing support with lesson design, real-time instructional coaching and modeling of best practices in the classroom, and the incorporation of instructional rounds into classrooms to improve the effectiveness of all teachers. In addition to the Reading and Math Specialists, a Newcomer Teacher was to provide direct support to newcomer English learner students, focusing primarily on the intermediate grades and middle school students to ensure their successful transition both academically and socially. This action was not implemented as planned due to the challenge of recruiting qualified staff for the positions. The strategy of reposting the ELA and math positions in the spring with revised job descriptions and job title amendments along with other improved recruitment strategies such as attendance at local job fairs and broadly posting the positions through multiple social media platforms will hopefully result in the recruitment of qualified candidates for the 2024-25 school year. The Newcomer Teacher position will not be reposted for the 2024-25 school year.

Action 1.9 provides for ten (10) paraprofessionals to provide direct instructional support to low-income and English learner students in the classroom under the supervision and guidance of appropriately credentialed teachers. The success of this action is that six (6) paraprofessionals who are committed to West Park Elementary School students and teachers provided these services as planned. The challenge is that four (4) positions remained unfilled due to the unavailability of qualified candidates.

Action 1.10 was deleted.

Action 1.11 provides supplemental technology resources and support to ensure equitable access for low-income students, English learner students, and foster youth to 21st-century content standards. This action was implemented as planned and even exceeded expectations as a result of input from teachers. All teachers received new laptops and related technology, all classrooms were equipped with new interactive Promethean boards, all students were supplied with new tablets including preschool students, and teachers were provided with training to support proper utilization of the technology. The challenge with this action will be to stay focused on the effective and routine use of the resources to effectively leverage the myriad of resources of a 21st-century education available to teachers and students.

Action 1.12 provides students with disabilities specialized and targeted support as outlined in their Individualized Education Plans (IEPs). This action was not implemented as planned because the district was not able to retain a highly qualified Resource Teacher. The position has been filled with a long-term substitute teacher for most of the year. Also, challenges with decreased academic performance and an increased suspension rate for students with disabilities indicate the need for more effective implementation of these services.

Action 1.13 provides additional teachers to support reduced class sizes and smaller staff-to-student ratios thereby providing more targeted support to students. This action was implemented as planned in that small class sizes were maintained. The success is that teachers effectively implemented more targeted small group lessons with the support of the partnership with FCOE experts. A challenge is the need to continue to deepen the skill level of teachers to teach through differentiated strategies to fully realize the benefits of reduced class sizes.

Action 1.14 provides for an instructional leadership model through the formation of a new Academic Leadership Team and by placing a dedicated instructional leader at the elementary school campus. This action was implemented as planned with success realized in the committed teachers who participated regularly throughout the year on the Academic Leadership Team. A challenge with this action is that the team needs to further coalesce to communicate a clear vision for classroom practices and expectations for teachers and students through a supportive, mentoring approach.

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

Action 1.1 Access to a Board Course of Study. The estimated actual expenditures were less than planned expenditures because the district was unable to fill and maintain core positions. Substitute teachers filled openings for certificated staff. Classified positions that were unfilled were not backfilled with substitutes.

Action 1.2 Professional Development for Teachers and Paraprofessionals. The estimated actual expenditures were greater than planned expenditures because the district invested in more professional development than originally anticipated. One example is the professional development option to support the effective implementation of the local iReady assessments in reading and math.

Action 1.3 Integrated and Designated ELD. The estimated actual expenditures were significantly less than planned expenditures because the position of EL Coordinator was not filled during the 2023-24 school year. The position was posted all year, but the district was unable to recruit and retain a qualified candidate.

Action 1.4 Supplemental Instructional and Assessment Resources. The estimated actual expenditures were more than planned expenditures because estimates for teacher collaboration time to analyze assessment data and design differentiated lessons for low-income students, English learner students, and foster youth were underestimated.

Action 1.5 Supplemental Supports. The estimated actual expenditures were less than planned expenditures because the estimated cost for Reading Corps and Math Corps was less than the actual cost.

Action 1.6 Student Tutorial Support. The estimated actual expenditures were less than planned expenditures because fewer district teachers provided afterschool tutoring support than originally anticipated.

Action 1.8 Math and Reading Instructional Specialists. The estimated actual expenditures were less than the planned expenditures because the positions of Math and Reading Instructional Specialists were not filled during the 2023-24 school year. The positions were posted all year, but the district was unable to recruit and retain qualified candidates.

Action 1.9 Paraprofessional Support for Students. The estimated actual expenditures were less than the planned expenditures because the district was unable to recruit and retain more qualified paraprofessionals. The position has been posted all year and will continue to be posted in the 2024-25 school year. The district renegotiated the classified salary schedule which may help to recruit qualified candidates in the future.

Action 1.11 Technology and Infrastructure to Support Student Learning. The estimated actual expenditures were more than the planned expenditures because significant investments were made in classroom 21st-century technology that were greater than originally planned.

Action 1.12 Support to Students with Disabilities. The estimated actual expenditures were less than the planned expenditures because the district experienced challenges with retaining a full-time qualified Resource Teacher. A long-term substitute teacher has been in the position for most of the 2023-24 school year.

Action 1.14 School Instructional Leadership. The estimated actual expenditures were greater than planned expenditures because the negotiated salary for the position was more than anticipated.

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

Students Meeting or Exceeding Standards in ELA: Percentage change from 2022 to 2023

Overall: 17.2% (2022), 15.9% (2023); Change from 2022 to 2023 is -1.3%
Students with Disabilities: 9.5% (2022); 6.3% (2023); Change from 2022 to 2023 is -3.2%
Low-Income: 16.3% (2022), 15.1% (2023); Change from 2022 to 2023 is -1.2%
English Learners: 7.9% (2022), 9.6% (2023); Change from 2022 to 2023 is +1.7%
Long-Term English Learners: N/A (2022), 0.0% (2023)

Asian: 24.0% (2022), 23.8% (2023); Change from 2022 to 2023 is -0.2%
Hispanic: 17.6% (2022), 14.8% (2023); Change from 2022 to 2023 is -2.8%
White: 0.0% (2022),11.8% (2023); Change from 2022 to 2023 is +11.8%

Students Meeting or Exceeding Standards in Math: Percentage change from 2022 to 2023

Overall: 8.4% (2022), 10.0% (2023); Change from 2022 to 2023 is +1.6%
Students with Disabilities: 9.5% (2022), 3.2% (2023); Change from 2022 to 2023 is -6.3%
Low-Income: 6.8% (2022), 7.6% (2023); Change from 2022 to 2023 is +0.8%
English Learners: 4.5% (2022), % (6.0); Change from 2022 to 2023 is +1.5%
Long-Term English Learners: N/A (2022), 0.0% (2023)
Asian: 8.0% (2022), 15.0% (2023); Change from 2022 to 2023 is +7.0%
Hispanic: 8.5% (2022), 9.3% (2023); Change from 2022 to 2023 is +0.8%
White: 7.7% (2022), 11.8% (2023); Change from 2022 to 2023 is +4.1%

Students Meeting or Exceeding Standards in Science: Percentage change from 2022 to 2023

Overall: 7.8% (2022), 15.6% (2023); Change from 2022 to 2023 is +7.8%
Students with Disabilities: 9.1% (2022), N/A <11 students (2023); Change from 2022 to 2023 is N/A
Low-Income: 7.3% (2022), 12.2% (2023); Change from 2022 to 2023 is +4.9%
English Learners: 0.0% (2022), 3.6% (2023); Change from 2022 to 2023 is +3.6%
Long-Term English Learners: <11 students
Asian: <11 students
Hispanic: 7.8% (2022), 11.1% (2023); Change from 2022 to 2023 is +3.3%
White: <11 students

Contributing Actions 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.13, and 1.14, all expected an increase in the academic outcomes of English learners, low-income students, and foster youth as measured by the CAASPP English language arts, mathematics, and science assessments, or local assessments. The 2023 California School Dashboard results showed mixed results. The overall proficiency of students in ELA decreased from 2022 to 2023 by 1.3% while the overall math proficiency of students increased by 1.6%. For low-income students, ELA proficiency decreased by 1.2% and math increased by 0.8% from 2022 to 2023. For English learners, ELA proficiency increased by 1.7% and math proficiency increased by 1.5%. Science scores increased overall, for low-income students, and English learners.

Local assessments measured student performance using the iReady assessments in reading and math. In reading, comparisons from the beginning of the year to mid-year, and then to the end of the year benchmark showed growth. In math, full implementation of the iReady assessment occurred in the 2nd semester. In math, comparisons from the mid-year to the end of the year benchmark also showed growth.

At the beginning of the year in reading, 16% of students performed at or above grade level, 34% performed one grade level below, and 50% of students performed below grade level. By mid-year, the percentage of students performing at or above grade in reading increased to 22%,

the percentage performing one grade level below stayed constant at 34%, and the percentage of students performing below grade level decreased to 44%. At the end of the year, the percentage of students performing at or above grade in reading increased to 28%, the percentage performing one grade level below stayed constant at 34%, and the percentage of students performing below grade level decreased to 38%.

At the mid-year iReady assessment in math, 11% of students performed at or above grade level, 47% performed one grade level below, and 42% performed below grade level. At the end of the year, the percentage of students performing at or above grade in math increased to 24%, the percentage performing one grade level below decreased to 42%, and the percentage of students performing below grade level decreased to 34%.

Growth in reading and math during the 2023-24 school year as measured by the iReady assessments indicates the effectiveness of the contributing actions grouped above. However, material differences in the planned and actual expenditures for Actions 1.6, 1.7, 1.8, and 1.9 indicate that more growth could have been achieved had they been fully implemented during the 2023-24 school year. A continued focus on filling unfilled positions, a major reason for the material differences, is necessary to realize the full potential of the actions as designed. Also, an intentional focus on English language arts will be integrated into the actions of the 2024-25 school year to maintain growth and reverse the downward trend in performance on the statewide assessment in ELA.

Contributing Action 1.3 expected an increase in the ELPAC summative assessment of English language acquisition and the English Learner Progress Indicator (ELPI). The ELPI declined significantly in 2023 to 17.1% of English learners making progress toward English language proficiency compared to 49.6% in 2022. Action 1.3 was not effective in obtaining the desired results. Most importantly, there was a significant difference in planned and actual expenditures due to the inability to find qualified staff to fill the posted position of English Learner Coordinator. Action 1.3 will continue in the 2024-25 LCAP, but with a new strengthened approach that will result in increases for English learners.

Non-Contributing Actions 1.1 and 1.12 also expected increases in the academic outcomes of all students (Action 1.1) and for students with disabilities (Action 1.12). Action 1.1 provides for general education teachers and administration. This action is also measured by the metric that ensures all students have access to a broad course of study. While students, including English learners, had access to a broad course of study through the implementation of standards-aligned instructional materials, the desired results as measured by statewide assessments were mixed. Similar to the grouping of contributing actions, the non-contributing actions resulted in an overall decline in the statewide assessments ELA, but an overall increase in the statewide assessments in math. The local assessment in reading indicates the downward trend in ELA may be reversing with an increase in overall student performance in reading from the beginning of the year to the 2nd semester.

For students with disabilities, declines in both ELA and math were observed in the statewide assessments in 2023. Action 1.12 provides for the special education program and has not been as effective as desired mostly due to challenges with staff retention. The action will continue in the 2024-25 LCAP with changes to recruiting efforts and overall professional support.

GOALS
No change.

EXPECTED OUTCOMES
Local Assessments in ELA and Math: The expected outcomes were changed to align with the district's new implementation of iReady Reading and iReady Math.

ACTIONS
Action 1.1 is a comprehensive non-contributing action that includes all personnel costs associated with the core educational program. This action will continue in the 2024-25 LCAP will a strengthened approach in teacher recruitment at local job fares and multiple social media platforms.
Action 1.2 provides for professional development for teachers and paraprofessionals. This action will continue in the 2024-25 LCAP with a new approach focused on the implementation of the two new adoptions in ELA/ELD and math that were purchased during the 2023-24 school year.
Action 1.3 provides for integrated and designated ELD. This action will continue in the 2024-25 LCAP with a strengthened approach in the recruitment of an English Learner Coordinator through local job fares and multiple social media platforms. It will be further strengthened by focusing attention on the differences in instructional needs of long-term English learners (LTELs) versus newcomers or younger students.
Action 1.4 provides supplemental instructional and assessment resources. This action will continue in the 2024-25 LCAP with a new approach focused on investments in supplemental resources aligned to the new curriculum adoptions.
Action 1.5 provides supplemental academic support such as hands-on learning opportunities, excursions, and a partnership with Reading Corps and Math Corps. This action will continue in the 2024-25 LCAP with a strengthened approach to integrate more hands-on learning experiences that are aligned with the new curriculum adoptions.
Action 1.6 provides tutoring support. This action will continue in the 2024-25 LCAP with a strengthened approach with more classroom teachers offering tutoring support to students after school.
Action 1.7 provides interssions. This action will continue in the 2024-25 LCAP with a strengthened approach to student recruitment and a longer summer session.
Action 1.8 provides for math and reading instructional coaches. This action will continue in the 2024-25 LCAP with a new approach. The positions were not filled during the 2023-24 school year due to the lack of qualified applicants. However, the need remains. The new approach is to change the job title and recruitment efforts to attract qualified applicants.
Action 1.9 provides paraprofessional support. This action will continue in the 2024-25 LCAP with a strengthened approach to recruit qualified applicants through job fairs and multiple social media platforms.
Action 1.11 will move to Action 1.10. Action 1.10 provides technology resources to support the implementation of 21st-century best practices. This action will continue in the 2024-25 LCAP with a strengthened approach by developing a technology replacement plan to maintain the investments made during the 2023-24 year.
Action 1.12 will move to Action 1.11. Action 1.11 provides a comprehensive program for students with disabilities. This action will continue in the 2024-25 LCAP with a strengthened approach to recruit and retain highly qualified staff, and create structures to support effective articulation between general education and special education teachers.

Action 1.13 will move to Action 1.12. Action 1.12 provides for class size reduction. The action will continue in the 2024-25 LCAP with a strengthened approach to focus professional development on differentiated learning strategies to maximize the benefit of smaller class sizes with increased student-teacher interactions.
Action 1.14 will move to Action 1.13. Action 1.13 provides school leadership. This action will continue in the 2024-25 LCAP with a strengthened approach to lead professional learning communities that prioritize effective implementation of the new curriculum adoptions.

METRICS
Local Assessments in ELA and Math were changed to reflect the district's new implementation of iReady Reading and iReady Math.

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

Goals and Actions

Goal

Goal #	Description
2	Sustain a school culture in which organizational communication is valued, parent involvement is encouraged, student discipline is effective, staff and student are recognized, and student activities and student support contracts result in positive outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Parents that feel they have input and participation: K-5: 78% 6-8: 82% Data Year: 2019-2020 Data Source: Local Parent Survey	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.5 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. Parents that feel they have input and participation: K-5: 43.3% 6-8: 32.0% Data Year: 2021-2022 Data Source: Local Parent Survey	MET -- Reported in the California School Dashboard for LCFF Priority 3: Family Engagement The Local Indicator Priority 5 self-reflection tool reflected an average rating of 3.0 (on a scale of 1 = strongly disagree to 5 = strongly agree). Parents that feel they have input and participation: K-5: 73% 6-8: 52% Data Year: 2022-2023	MET -- Reported in the California School Dashboard for LCFF Priority 3: Family Engagement The Local Indicator Priority 5 self-reflection tool reflected an average rating of 3.0 (on a scale of 1 = strongly disagree to 5 = strongly agree). Parents that feel they have input and participation: K-5: 80% 6-8: 55% Data Year: 2023-2024	MET -- Results reported The state's self-reflection tool reflected an average rating of 4 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. Parents that feel they have input and participation: K-5: over 85% 6-8: over 85% Data Year: 2023-24 Data Source: Local Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Source: Local Parent Survey	Data Source: Local Parent Survey	
Attendance Rate	Attendance Rate: 94.7% Data Year: 2020-2021 Data Source: SIS P2	Attendance Rate: 85.5% Data Year: 2021-2022 Data Source: SIS P2	Attendance Rate: 90.5% Data Year: 2022-2023 Data Source: SIS P2	Attendance Rate: 93.0% Data Year: 2023-2024 Data Source: SIS P2	Attendance Rate: above 95% Data Year: 2023-2024 Data Source: SIS P2
Chronic Absenteeism Rate	Chronic Absenteeism Rate: 16.8% Data Year: 2018-2019 Data Source: DataQuest	Chronic Absenteeism Rate: Overall 16.3% Low-Income 16.6% English Learners 14% Hispanic 17.8% White 24% Students with Disabilities 35.7% Foster Youth are less than ten Data Year: 2020-2021 Data Source: DataQuest	Chronic Absenteeism Rate: Overall 53.5% Low-Income 54.1% English Learners 49.3% Hispanic 54.9% White 50% Students with Disabilities 66.7% Foster Youth are less than ten Data Year: 2021-2022 Data Source: DataQuest	Chronic Absenteeism Rate: Overall 33.9% Low-Income 35.7% English Learners 27.2% Hispanic 35.6% White 19.0% Students with Disabilities 59.7% Foster Youth are less than ten Data Year: 2022-2023 Data Source: DataQuest	Chronic Absenteeism: Overall--5% Low-Income--7% English Learners--10% Hispanic--7% White--12% Students w/ Disabilities--17% Foster Youth are less than ten Data Year: 2022-2023 Data Source: DataQuest
Suspension Rate	Suspension Rate: 4.5% Data Year: 2019-2020 Data Source: DataQuest	Suspension Rate: 0% Data Year: 2020-2021 Data Source: DataQuest	Suspension Rate: 3.5% Low-Income 2.6% English Learner 4.7% Hispanic 3.7% White 0%	Suspension Rate: 4.0% Low-Income 4.5% English Learner 4.2% Hispanic 4.3% White 4.5%	Suspension Rate: below 3% Low-Income--2% English Learner--1% Hispanic--1% White--1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students with Disabilities 2.0% Data Year: 2021-2022 Data Source: DataQuest	Students with Disabilities 7.1% Data Year: 2022-2023 Data Source: DataQuest	Students w/ Disabilities--1% Data Year: 2022-2023 Data Source: DataQuest
Expulsion Rate	Expulsion Rate: 0% Data Year: 2020-2021 Data Source: Local Aeries Data	Expulsion Rate: 0% Data Year: 2021-2022 Data Source: Local Aeries Data	Expulsion rate: 0% Data Year: 2022-2023 Data Source: Local Aeries Data	Expulsion rate: 0% Data Year: 2023-2024 Data Source: Local Aeries Data	Expulsion Rate: less than 1% Data Year: 2023-2024 Data Source: Local Aeries Data
Middle School Drop Out Rate	Middle school dropout rate: 0% Data Year: 2020-2021 Data Source: CALPADS	Middle school dropout rate: 0% Data Year: 2021-2022 Data Source: CALPADS	Middle school dropout rate: 0% Data Year: 2022-23 Data Source: CALPADS	Middle school dropout rate: 0% Data Year: 2023-24 Data Source: CALPADS	Middle school dropout rate: less than 1% Data Year: 2023-2024 Data Source: CALPADS
Sense of Safety and School Connectedness	Students' sense of safety: K-5: 85% 6-8: 78% Students sense of connectedness: K-5: 88% 6-8: 72% Data Year: 2020-2021	MET -- Results reported K-5: Over 80% of students responding feel safe at their school 6-8: Over 80% of students responding feel safe at their school	MET -- Reported in the California School Dashboard for LCFF Priority 5: Student Engagement (54% response rate) K-5: 73% of students reported feeling safe at their school	MET -- Reported in the California School Dashboard for LCFF Priority 5: Student Engagement (43% response rate) K-5: 45% of students reported feeling safe at their school	Student sense of safety: K-5: Over 90% of students responding felt safe at their school 6-8: Over 90% of students responding felt safe at their school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Local student survey.	K-5: Over 80% of students responding feel connected to their school 6-8: Over 80% of students responding feel connected to their school Data Year: 2021-2022 Data Source: Local student survey	6-8: 52% of students reported feeling safe at their school K-5: 64% of students feel connected to their school 6-8: 51% of students feel connected to their school 44% of parents agree their child feels safe at school 50% of parents agree the school builds trusting and respectful relationships with families 100% of staff feel our school is a safe place for students 42% of staff agree the district provides them support to build trusting and respectful relationships with families Data Year: 2022-2023 Data Source: Local student, parent, and staff surveys	6-8: 35% of students reported feeling safe at their school K-5: 55% of students feel connected to their school 6-8: 45% of students feel connected to their school 71.4% of parents agree their child feels safe at school 68.4% of parents agree the school builds trusting and respectful relationships with families 75% of staff feel our school is a safe place for students 50% of staff agree the district provides them support to build trusting and respectful relationships with families Data Year: 2023-2024 Data Source: Local student, parent, and staff surveys	K-5: Over 90% of students responding felt connected to their school 6-8: Over 90% of students responding felt connected to their school K-5: Over 90% of staff responding felt safe at their school 6-8: Over 90% of staff responding felt safe at their school K-5: Over 90% of staff responding felt connected to their school 6-8: Over 90% of staff responding felt connected to their school K-5: Over 90% of parents responding felt safe at their school 6-8: Over 90% of parents responding felt safe at their school K-5: Over 90% of parents responding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					felt connected to their school 6-8: Over 90% of parents responding felt connected to their school Data Year: 2023-2024 Data Source: Local student, parent, and staff surveys

Goal Analysis

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

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

Actions 2.1 and 2.4 provided a Pupil Services Specialist (also referenced in the action as a bilingual community liaison) and plans to hire a bilingual Community Engagement Specialist to create a team to meet the unique needs of our foster youth, low-income, and English learner students who experience barriers contributing to high levels of chronic absenteeism through effective Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes that focus on supporting families by identifying barriers to regular attendance at school and providing the necessary wrap-around supports needed to help reduce chronic absenteeism. The expected outcome of these actions, through continuously improved implementation over time, is that they will result in decreased chronic absenteeism, thereby increasing academic outcomes. In 2023, the chronic absenteeism rate decreased to 33.9% from 53.5% in the previous year. These actions will continue in 2024-25 to further reduce the chronic absenteeism rate and improve future academic outcomes, however, without plans to hire a bilingual Community Engagement Specialist. The most substantive difference between what was planned and the actual implementation of these actions is the inability to recruit and fill the bilingual Community Engagement Specialist position. This is also the greatest challenge with the implementation of Action 2.4. For Action 2.1, a notable success was the home visits conducted by the Pupil Services Specialists which helped to create greater home-to-school connections and deepen trusting relationships with families. Although the Community Engagement Specialist position was not filled in the 2023-24 school year, the work of the Pupil Services Specialist and other staff focused on the implementation of Action 2.4 including a successful back-to-school night, parent training, and various school events geared towards promoting a positive school culture and climate have shown our community that the district is moving in the right direction.

Actions 2.2 and 2.5 provide key members of a PBIS school team who will work to continuously improve the PBIS system while concurrently developing individual student support plans. The key members include a counselor at West Park Elementary School to provide social and emotional support for students and a Board Certified Behavior Analyst (BCBA) to provide the expertise needed to effectively understand student behaviors of low-income students and foster youth, support staff, and develop individual student plans. For Action 2.2, the most substantive difference between what was planned and the actual implementation of this action was the inability to recruit and fill the BCBA position. Action 2.5 provides for the counselor at West Park Elementary School and mental health support for students and their families. A substantive difference between what was planned and the actual implementation of Action 2.5 was the delayed action on the part of the district to seek a contract for services with a non-project, clinic-level mental health agency to provide mental health support for students and their families. The work of the counselor in providing mental health support was implemented as planned, however, what was learned during the 2023-24 school year is that the workload is greater than one counselor can provide. For this reason, plans to change this action next year by adding another counselor to West Park Elementary School are already in place. The position is currently posted. The BCBA position will also be posted with plans to fill the position for the 2024-25 school year. Another challenge in implementing these actions is developing a full PBIS school team and implementing a PBIS system that operates schoolwide and consistently across all staff, students, and settings.

Action 2.3 provides the resources to support effective two-way communication with families of our low-income students, English learner students, and foster youth. This action was implemented as planned. The success of this action is evidenced in the active engagement of families of low-income students, foster youth, and English learners. For example, there was greater attendance at school events such as back-to-school night, parent workshops, and other school events. Also, teachers engaged in more regular communication with families through ParentSquare. Also, 71.5% of parents reported in the annual survey that they agree or strongly agree with the statement, "My child's school supports multiple opportunities to engage in accessible and understandable 2-way communication between educators and families."

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 Students and Parents: Positive Attendance Support. The estimated actual expenditures were less than planned expenditures because the district was challenged with retaining the position of Pupil Services Specialist. The person filling the position left the district in October 2023 and the position was not filled until January 2024.
Action 2.2 Positive Behavioral Interventions and Supports (PBIS). The estimated actual expenditures were less than planned expenditures because the position of Board Certified Behavioral Specialist was not filled during the 2023-24 school year. The district had to develop the new position and seek board approval before posting. The position will be posted with plans to fill the position in the 2024-25 school year.
Action 2.3 Two-Way Communication with Families. The estimated actual expenditures were more than planned expenditures because the costs for additional classified support staff who work directly with the parents came in higher than anticipated.
Action 2.4 Parent and Family Engagement. The estimated actual expenditures were less than planned expenditures because the position of Community Engagement Specialist was not filled during the 2023-24 school year. The district had to develop the new position and seek board approval before posting. The position will be posted with plans to fill the position in the 2024-25 school year.

Action 2.5 Mental Health Support. The estimated actual expenditures were less than planned expenditures because the district experienced challenges with retaining a counselor. The counselor position was filled by several people during the year with the shortest tenure being two weeks before the district was able to secure a full-time counselor in February 2024.

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

Chronic Absenteeism Rate Percentage Change from 2022 to 2023

Overall 53.5% (2022), 33.9% (2023); Change from 2022 to 2023 is -19.6%
Low-Income 54.1% (2022), 35.7% (2023); Change from 2022 to 2023 is -18.4%
English Learners 49.3% (2022), 27.2% (2023); Change from 2022 to 2023 is -22.1%
Hispanic 54.9% (2022), 35.6% (2023); Change from 2022 to 2023 is -19.3%
White 50% (2022), 19% (2023); Change from 2022 to 2023 is -31%
Students with Disabilities 66.7% (2022), 59.7% (2023); Change from 2022 to 2023 is -7.0%
Foster Youth < 11 students

Suspension Rate Percentage Change from 2022 to 2023

Overall 3.5% (2022), 4.0% (2023); Change from 2022 to 2023 is +0.5%
Low-Income 2.6% (2022), 4.5% (2023); Change from 2022 to 2023 is +1.9%
English Learner 4.7% (2022), 4.2% (2023); Change from 2022 to 2023 is -0.5%
Hispanic 3.7% (2022), 4.3% (2023); Change from 2022 to 2023 is +0.6%
White 0% (2022), 4.5% (2023); Change from 2022 to 2023 is +4.5%
Students with Disabilities 2.0% (2022), 7.1% (2023); Change from 2022 to 2023 is +5.1%

Attendance Rate Percentage Change from 2022 to 2023

Overall 90.5% (2022), 93.0% (2023)

Contributing Actions 2.1, 2.2, 2.4, and 2.5 work together to provide supplemental supports for students and their families, particularly low-income students, English learner students, and foster youth, to remove any potential barriers they may be experiencing that are interfering with their child's engagement in school. Action 2.1 provides for a Pupil Services Specialist, Action 2.2 includes plans for a Board Certified Behavioral Analyst (BCBA), Action 2.4 includes plans for a bilingual Community Engagement Specialist, and Action 2.5 provides for a counselor and contracted services with a non-profit, clinic-level mental health agency to provide mental health support for students and families.

The metric used to measure the effectiveness of Action 2.1 was chronic absenteeism which declined in 2023 by 19.6% to 33.9% in 2023. This supports the effectiveness of this action which will continue in the 2024-25 LCAP. The metrics used to measure the effectiveness of Action 2.2 were office referrals, suspensions, chronic absenteeism, and the attendance rate. Chronic absenteeism has also decreased to 33.9% in 2023. The attendance rate increased from 90.5% in 2022 to 93.0% in 2023. However, an increase in the suspension rate from 2022 to 2023 by 0.5% indicates the need for increased attention to the implementation of the PBIS system while concurrently developing individual student support plans. This part of the action was not fully implemented due to the position of BCBA not being filled during the 2023-24 school year. The position will be posted with plans to move forward with Action 2.2 will occur in 2024-25. The metrics used to measure the effectiveness of Action 2.5 were chronic absenteeism and the suspension rate. Chronic absenteeism decreased, while the suspension rate increased slightly overall. For low-income students, the suspension rate increased by 1.9% in 2023. For English learners, the suspension rate decreased by 0.5%. The results of the metrics for Action 2.5 are mixed. Counseling and mental health services will continue as a high priority in 2024-25 with a renewed focus on connecting students and families to mental health services, especially contracted professional services.

Contributing Action 2.3 provides for electronic two-way communication systems that enhance communication with parents and support the implementation of district surveys. Contributing action 2.3 is expected to increase the engagement of foster youth, low-income, and English learner students in school as reflected in the attendance rates and the annual family surveys. The attendance rate increased from 90.5% in 2022 to 93.0% in 2023. The family surveys indicate an increased sense of safety and connectedness to school. In 2023-24, 71.4% of parents agree or strongly agree their child feels safe at school compared to 44% in 2022-23. These data indicate Action 2.3 was successful in making progress toward Goal 2.

Contributing Action 2.4 expects to improve engagement and a sense of school connectedness for educational partners, low-income students, English learner students, and foster youth as reported in the survey data and educational partner feedback. However, the action will be implemented in 2024-25 with existing staff. Plans to post for a bilingual Community Engagement Specialist have been discontinued. The family surveys indicate an increased sense of safety and connectedness to school. In 2023-24, 71.4% of parents agree or strongly agree their child feels safe at school compared to 44% in 2022-23. The district considers Action 2.4 to be only partially effective since plans to implement a Community Engagement Specialist did not happen. However, the data supports the efforts of the district to increase safety and connectedness to school felt by students and their families.

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

GOALS
No change.

EXPECTED OUTCOMES
Seek Parent Input and Promote Parental Participation: The expected outcome was increased to 5 on a scale of 1-5.
Attendance Rate: The expected outcome was increased to 98%.
Chronic Absenteeism Rate: The expected outcomes were adjusted to reflect a realistic improvement trend based on baseline measures.

Suspension Rate: The expected outcomes were adjusted to reflect a realistic improvement trend based on baseline measures.
Expulsion Rate: The expected outcome was decreased to 0%.
Middle School Dropout Rate: The expected outcome was decreased to 0%.

ACTIONS
Action 2.2 provides for a Board Certified Behavioral Analyst (BCBA). This action will continue in the 2024-25 LCAP with a strengthened approach to actively recruit for the position in local job fares and various social media platforms.
Action 2.3 invests in effective two-way communication with families. This action will continue in the 2024-25 LCAP based on feedback from families.
Action 2.4 provides for a bilingual Community Engagement Specialist. This action will continue in the 2024-25 LCAP with a strengthened approach with existing staff. Plans for the bilingual Community Engagement Specialist have been discontinued.
Action 2.5 provides for a counselor and contracted services with a non-profit, clinic-level mental health agency to provide mental health support for students and families. The action will continue in the 2024-25 LCAP with an additional counselor.

METRICS
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.

Goals and Actions

Goal

Goal #	Description
3	Provide effective school operations to improve school attendance, support labor, maintain transportation services, sustain facilities and infrastructure, practice sound purchasing/acquisition protocols, provide food services, and secure appropriate operation/service agreements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained in Good Repair	Facilities in good repair: 100% Data Year: 2019-2020 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2021-2022 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2022-2023 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2023-2024 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2023-2024 Data Source: FIT Report
Expanded Outdoor Learning Environments ELA	ELA Benchmark: 11.5% of students scored at 70% or above Data Year: 2020-2021 Data Source: Local Benchmarks	ELA Benchmark: 56% of students scored at 70% or above Data Year: 2021-22 Data Source: Local Benchmarks	ELA Benchmark: 8.5% of students scored at 70% or above 3.4% of English learners scored at 70% or above 8.0% of low-income students scored at 70% or above Data Year: 2022-23 Data Source: Local Benchmarks	The district changed the local assessment in ELA in the 2023-24 school year to iReady Reading. A direct comparison to last year is not possible. Reported below is the new 2024-25 baseline data. Students Above or On Grade Level in Reading	ELA Benchmark: 80% of students scoring at 70% or above 50% of English learners scoring at 70% or above 70% of low-income students scoring at 70% or above Data Year: 2023-2024 Data Source: Local Benchmarks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Overall 31.1% K-2 47.6% 3-5 20.1% 6-8 26.1% Data Year: Spring Semester 2024 Data Source: iReady	
Expanded Outdoor Learning Environments Math	Math Benchmark: 8.16% of students scored at 70% or above Data Year: 2020-2021 Data Source: Local Benchmarks	Math Benchmark: 31% of students scored at 70% or above Data Year: 2021-22 Data Source: Local Benchmarks	Math Benchmark: 5.0% of students scored at 70% or above 2.7% of English learners scored at 70% or above 4.1% of low-income students scored at 70% or above Data Year: 2022-23 Data Source: Local Benchmarks	The district changed the local assessment in Math in the 2023-24 school year to iReady Math. A direct comparison to last year is not possible. Reported below is the new 2024-25 baseline data. Students Above or On Grade Level in Math Overall 26.7% K-2 34.0% 3-5 20.4% 6-8 24.2% Data Year: Spring Semester 2024 Data Source: iReady	Math Benchmark: 50% of students scoring at 70% or above 30% of English learners scoring at 70% or above 40% of low-income students scoring at 70% or above Data Year: 2023-2024 Data Source: Local Benchmarks

Goal Analysis

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

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

Action 3.1 provides for the expansion of outdoor learning environments/areas that can be utilized for student instruction of core academic areas through project-based, hands-on learning opportunities. This action was not implemented as planned due to challenges with workflow. The multi-purpose room modernization project must be completed before the expansion of outdoor learning environments can occur. The district is currently working with architects to move this action forward. It is anticipated the work will take place during the 2024-25 school year.

Action 3.2 provides a security system to decrease vandalism and provide perimeter protection. This action was not implemented as planned. The challenge is timing. Current modernization projects must be completed before final improvements to the facility monitoring system can be completed.

Action 3.3 provides for custodians to maintain the cleanliness and safety of our educational facilities, allowing students, staff, and families to enjoy a clean and secure environment for learning activities. This action was implemented as planned. The success of the action was improved facility cleanliness as reported by staff and students. The only challenge was that custodial staff had to work around modernization construction areas.

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

Action 3.1 Expanded Learning Environments. The estimated actual expenditures were less than planned expenditures because the multi-purpose room modernization project must be completed before improvements to the outdoor area outside the cafeteria can be done. The district is currently working with architects to design permanent expanded learning spaces. In the interim, the district invested in temporary shade structures and outdoor seating.
Action 3.2 Facility Monitoring. The estimated actual expenditures were less than planned expenditures because ongoing modernization projects must be completed before improvements to the facility monitoring system can be done.

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

Chronic Absenteeism Rate Percentage Change from 2022 to 2023

Overall 53.5% (2022), 33.9% (2023); Change from 2022 to 2023 is -19.6%

Low-Income 54.1% (2022), 35.7% (2023); Change from 2022 to 2023 is -18.4%
English Learners 49.3% (2022), 27.2% (2023); Change from 2022 to 2023 is -22.1%
Hispanic 54.9% (2022), 35.6% (2023); Change from 2022 to 2023 is -19.3%
White 50% (2022), 19% (2023); Change from 2022 to 2023 is -31%
Students with Disabilities 66.7% (2022), 59.7% (2023); Change from 2022 to 2023 is -7.0%
Foster Youth < 11 students

Contributing Action 3.1 anticipated an increase in student engagement as measured by a reduction in chronic absenteeism for English learner students, low-income students, and foster youth. This action is also anticipated academic performance in ELA and math based on local assessments to improve. The district changed the local assessments during the 2022-23 school year so a direct comparison to the previous year is not possible. However, the percentages of students scoring above or on grade level in reading and math indicate students will improve their performance on the statewide assessments in 2024. Based on these data, Action 3.1 was effective in making progress toward Goal 3.

Action 3.2 is focused on campus safety and its effectiveness can be measured by the reduction in chronic absenteeism. While this action was not implemented in 2023-24, plans remain in place to implement the action when the modernization projects are completed. Since Action 3.2 was not implemented as planned, it was not effective in making progress toward Goal 3.

Action 3.3 is focused on a clean and safe campus that is welcoming to the community, staff, and students. An anticipated outcome of this action is 100% on the FIT and reductions in chronic absenteeism indicating students want to be at school. Based on the data, Action 3.3 was effective in making progress toward Goal 3.

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

GOALS
No change.

EXPECTED OUTCOMES
Expanded Outdoor Learning Environments: The expected outcomes were revised to reflect the district's shift to the implementation of iReady Reading and iReady Math as a local benchmark assessment.

ACTIONS
All actions will be continued in the 2024-25 LCAP with no changes.

METRICS

Expanded Outdoor Learning Environments ELA and Math were changed to reflect the district's new implementation of iReady Reading and iReady Math.
Chronic Absenteeism Rate was added as a metric in Goal 3 to measure the impact of a safe and clean school campus.
Attendance Rate was added as a metric in Goal 3 to measure the impact of a safe and clean school campus.
Student, Staff, and Parent Survey results to measure educational partners' connectedness and sense of school safety were added as metrics in Goal 3.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  o 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.
  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Elementary School District	Dr. Brian Clark Superintendent	brian_c@wpesd.org (559) 233-6501

Plan Summary [2024-25]

General Information

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

Serving students since 1885, West Park Elementary School District is committed to providing quality learning opportunities customized to the needs of each learner. The well-being and safety of each student and staff member is a priority. The West Park Elementary School District serves students in prekindergarten through Grade 8 at West Park Elementary School and is the authorizer of West Park Charter Academy, a transitional kindergarten through Grade 12 public charter school. There are two charter school locations, one in Fresno, and one in Hanford. West Park Elementary School and the district offices are located in a rural 25 square-mile area southwest of the City of Fresno. The West Park Elementary School District LCAP focuses exclusively on West Park Elementary School and is considered a single school district for state accountability and reporting. The West Park Charter Academy is required by state law to complete a separate LCAP specific to the needs and priorities of the charter school locations which is approved annually by the authorizer.

West Park Elementary School has a student enrollment of 297 students. The student population is predominately Hispanic/Latino (79%), with 12% Asian, 7% White, and less than 1% African American. Most students attending West Park Elementary School are from low-income families, 77% are identified as socio-economically disadvantaged. Approximately, 38% of students are English learner students, 15% are students with disabilities, <1% are homeless youth, and 1% are foster youth. Data for student groups with less than 11 students will not be published to protect the privacy of those students.

West Park Elementary School engages all learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments. Low student-teacher ratios and the support of additional adults on campus ensure personalized attention to the needs of each learner. The district is focused on equity through the integration of California's Social and Emotional Guiding Principles: 1) Whole child development, 2) Commitment to equity, 3) Building capacity through an intentional focus on relationship-centered learning environments, 4) Partner with families and community partnerships, and 5) Learning and continuous improvement. Access to technology supports equitable learning opportunities by providing all students with an electronic device for use at both home and school. Teachers and student support staff are provided professional development and are encouraged to participate in learning opportunities that enhance student learning.

The condition of school facilities impacts student success. Disparities across schools are a reality that demands attention where equitable learning opportunities are a priority. West Park Elementary School District is prioritizing facility renovations to create environments where teachers can teach to the best of their ability and students can learn to the best of their ability. Students and staff who attend and work in visually appealing schools, tend to value their school more. Beginning in 2023 and continuing into 2024-25, West Park Elementary School facilities are undergoing modernization for the first time in decades. The investments are positively impacting the culture and climate of the school. Our students, staff, and school community take great pride in West Park Elementary School and work collaboratively to foster student success.

The LEA does not receive Equity Multiplier Funding.

Reflections: Annual Performance

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

REQUIRED ACTIONS

A reflection on annual performance based on the 2023 California School Dashboard indicates several areas and student groups that necessitate required actions within the 2024-25 LCAP.

1) The Academic Indicator in English Language Arts is RED overall and for English learners, Hispanic students, and low-income students.
2) The Academic Indicator in math is RED overall and for English learners, Hispanic students, and low-income students.
3) The English Learner Progress Indicator is RED.
4) The Suspension Rate Indicator is RED for Students with Disabilities.

ACADEMIC INDICATORS IN ELA AND MATH

Student performance on the 2023 Smarter Balanced Assessment (SBAC) in English language arts (ELA) and math is mixed. Student performance on the 2023 SBAC in ELA declined from 2022 to 2023 from 17.2% meeting or exceeding standards to 15.9% meeting or exceeding standards in English language arts. However, in mathematics, student performance on the SBAC increased from 2022 to 2023 from 8.4% meeting or exceeding standards in math to 10.0% meeting or exceeding standards in math.

A comparison of student performance at West Park Elementary to the overall performance of students in Fresno County indicates a significant need to increase performance in both ELA and math. In 2022-23, 43.1% of Fresno County students met or exceeded English language arts standards compared to 15.9% at West Park Elementary School. In mathematics, 30.4% of Fresno County students met or exceeded standards compared to 10.0% at West Park Elementary School.

In 2023, low-income student performance in English language arts declined from 16.3% in 2022 to 15.1%. English learner students performed lower than students overall in English language arts, however, their performance increased in 2023 from 7.9% to 9.6%. There are fewer than 10 foster youth in the district and for this reason, their scores are not reported.

In 2023, low-income student performance in math increased from 6.8% in 2022 to 7.6%. English learner student performance in math also increased from 4.5% in 2022 to 6.0% in 2023. Asian, Hispanic, and White students also saw increases in math to 15.0%, 9.3%, and 11.8%, respectively.

The performance of students with disabilities saw the greatest declines in both ELA and math compared to other student groups. Their performance in ELA declined from 9.5% in 2022 to 6.3% in 2023. In math, the performance of students with disabilities declined from 9.5% in 2022 to 3.2% in 2023.

Students Meeting or Exceeding Standards in ELA: Percentage change from 2022 to 2023
Overall: 17.2% (2022), 15.9% (2023); Change from 2022 to 2023 is -1.3%
Students with Disabilities: 9.5% (2022), 6.3% (2023); Change from 2022 to 2023 is -3.2%
Low-Income: 16.3% (2022), 15.1% (2023); Change from 2022 to 2023 is -1.2%
English Learners: 7.9% (2022), 9.6% (2023); Change from 2022 to 2023 is +1.7%
Long-Term English Learners: 0% (2023)
Asian: 24.0% (2022), 23.8% (2023); Change from 2022 to 2023 is -0.2%
Hispanic: 17.6% (2022), 14.8% (2023); Change from 2022 to 2023 is -2.8%
White: 0% (2022), 11.8% (2023); Change from 2022 to 2023 is +11.8%

Students Meeting or Exceeding Standards in Math: Percentage change from 2022 to 2023
Overall: 8.4% (2022), 10.0% (2023); Change from 2022 to 2023 is +1.6%
Students with Disabilities: 9.5% (2022), 3.2% (2023); Change from 2022 to 2023 is -6.3%
Low-Income: 6.8% (2022), 7.6% (2023); Change from 2022 to 2023 is +0.8%
English Learners: 4.5% (2022), 6.0% (2023); Change from 2022 to 2023 is +1.5%
Long-Term English Learners: 0% (2023)
Asian: 8.0% (2022), 15.0% (2023); Change from 2022 to 2023 is +7.0%
Hispanic: 7.7% (2022), 9.3% (2023); Change from 2022 to 2023 is +1.6%
White: 7.7% (2022), 11.8% (2023); Change from 2022 to 2023 is +4.1%

ENGLISH LEARNER PROGRESS INDICATOR

The English Learner Progress Indicator (ELPI) declined significantly from 49.6% making progress toward English language proficiency in 2022 to 17.1% in 2023. The main reason for this decline is believed to be the lack of training and oversight of the administration of the English Language Proficiency Assessments in California (ELPAC) in the spring of 2023. This challenge has been addressed in 2024 with a highly organized system of implementation of the state assessments and effective training for teachers. Another reason for the lower proficiency of English learner students during the 2022-23 school year was the lack of a full-time English Learner Coordinator. This position is still currently posted and has been since the 2022-23 school year, however, the ability to attract and retain a qualified individual has been unsuccessful.

CHRONIC ABSENTEEISM INDICATOR

Chronic absenteeism declined significantly from 53.5% in 2022 to 33.9% in 2023 in response to the efforts of the district to engage families and students and help them feel more connected to school. However, a comparison to chronic absenteeism in Fresno County in 2023 which is at 25.3% indicates the need for a continued focus on the district's commitment to our educational partners to sustain a positive school culture where two-way communication is valued.

Chronic Absenteeism Rate:
Overall: 53.5% (2022), 33.9% (2023)
Low-Income: 54.1% (2022), 34.7% (2023)
English Learners: 49.3% (2022), 27.2% (2023)
Hispanic: 54.9% (2022), 35.6% (2023)
White: 50.0% (2022), 19.0% (2023)
Students with Disabilities 66.7% (2022), 59.7% (2023)

SUSPENSION RATE INDICATOR

Suspensions increased slightly from 3.5% in 2022 to 4.0% in 2023. Suspensions for students with disabilities increased significantly from 2.0% in 2022 to 7.1% in 2023. The suspension rate decreased for English learner students. While the suspension rate increased slightly overall, it is still lower than the overall suspension rate for Fresno County which is at 5.6%.

Suspension Rate:
Overall: 3.5% (2022), 4.0% (2023)
Low-Income: 2.6% (2022), 4.5% (2023)
English Learners: 4.7% (2022), 4.2% (2023)
Hispanic: 3.7% (2022), 4.3% (2023)
White: 0% (2022), 4.5% (2023)
Students with Disabilities 2.0% (2022), 7.1% (2023)

West Park Elementary School will address the identified needs of student groups particularly the declining results on the CAASPP assessments by fully implementing the iReady Benchmark assessments to effectively monitor and address student progress toward learning the California Content Standards. The adoption of new core adoptions in both ELA/ELD and math during the 2023-24 school year was the

first step to ensure all students have equitable access to the California Content Standards. Professional development for teachers, paraprofessionals, and administrators will continue to focus on differentiated lessons that meet the specific needs of English learner students, low-income students, and foster and homeless youth. It will also focus on the vertical alignment of instruction. Follow-up, in-classroom coaching, and feedback will be provided by instructional experts throughout the year to support teachers with the implementation of what they learned through professional development courses. Providing ongoing professional learning and coaching support to our staff will provide low-income students, English learner students, and foster youth with greater access to the California Content Standards. Professional development activities and classroom-based support for teachers and paraprofessionals will continue until significant growth in academic achievement for low-income students, English learner students, and foster youth in the areas of ELA, ELD, math, and science are realized.

West Park Elementary School experienced success during the 2023-24 school year in engaging students, staff, and families through a focus on creating a positive school culture. Chronic absenteeism, an indicator of student engagement in school, decreased by 20%. Survey responses from students and their families indicate an increase in the percentage of students and families who feel safe at school and connected to school.

Reflections: Technical Assistance

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

Not applicable

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.

West Park Elementary School

Support for Identified Schools

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

Title I schools are eligible for comprehensive support and improvement (CSI) based on their performance on the California School Dashboard. West Park Elementary School is eligible for CSI based on its performance on the 2023 California School Dashboard. West Park Elementary School's criteria for eligibility is attributable to three of five 2023 Dashboard Indicators being RED overall. The three 2023 Dashboard indicators were the English Language Progress Indicator, the ELA Academic Indicator, and the Math Academic Indicator.

There are school planning requirements for schools eligible for CSI. For single school districts using the LCAP as their planning document, the school-level CSI planning requirements may be incorporated into the LCAP. West Park Elementary School District is a single school, TK-

8, school district. For this reason, this LCAP serves as the annual planning document, and the school planning requirements for CSI will be incorporated into this LCAP. Firstly, CSI schools must engage with educational partners in the development of the CSI plan. This requirement is met by the engagement process outlined in the Engaging Educational Partners section of this LCAP. Secondly, a school-level needs assessment is required. This requirement is addressed in the explanation for why each goal was developed. Progress of the CSI plan must be monitored by each of the State Indicators. This requirement is met in the measurable outcomes section of each goal. CSI schools must include evidence-based actions in their CSI plan. The process the district used to support school staff in identifying and selecting evidence-based interventions took place through the work of the Academic Leadership Team which met multiple times throughout the school year on 8/23, 9/20, 10/25, 11/15, 1/24, 3/20, and 5/22,. The Academic Leadership Team was instrumental in selecting new core adoptions from the state board-adopted instructional materials list which include evidence-based classroom-embedded interventions. Furthermore, content experts will model evidence-based instructional strategies to help teachers deepen their understanding of how to effectively implement the evidence-based strategies identified in the new adoptions.

The actions included and funded with CSI funds will be integrated within this LCAP. Finally, the CSI plan must identify and address any resource inequities. The resource inequities are addressed in this prompt. The most significant resource inequity at West Park Elementary School is inequitable student access to qualified teachers due to challenges with hiring and retaining fully credentialed teachers in all classrooms. Teacher leaders expressed concern about lower teacher salaries compared to neighboring districts as a major reason why the district is not able to recruit and retain experienced teachers. District leadership shared the concern and initiated a process to support the school site in addressing this inequity by negotiating increased salaries and hiring a site instructional leader. The district continues to support the school site in identifying and addressing inequities in classroom instruction by developing the capacity of site leadership to facilitate professional learning communities, conduct routine classroom walkthroughs, and provide teacher support. An additional strategy in the process to address the challenges with recruiting and retaining highly qualified teachers, the school will participate in several job fairs this spring and use multiple social media platforms to actively recruit teachers early.

Establishing the Academic Leadership Team in 2023-24 was part of the district's process to support the school site in addressing the inequity of student access to qualified teachers and the California Content Standards. The Academic Leadership Team identified a significant resource inequity in student access to any current standards-aligned curriculum. The district supported the site by purchasing both a new ELA/ELD curriculum and a new math curriculum including supplemental materials and teacher professional development to ensure the teaching and learning needs of teachers and students are met. The district also invested in Character Counts, a curriculum that promotes six pillars of character, caring, citizenship, fairness, respect, responsibility, and trustworthiness, to reinforce a safe and positive school environment conducive to teaching and learning. The district has been able to retain one qualified counselor since mid-year. The district is currently in the process of hiring a second counselor to ensure all students have equitable access to mental health services.

Monitoring and Evaluating Effectiveness

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

The plan for CSI funds is to expand the investment in building the capacity of teachers and classroom staff who provide direct support to students. The district will partner with FCSS to provide evidence-based professional development and coaching support to all teachers. The district will utilize program analysis strategies to monitor and evaluate the effectiveness of professional development opportunities teachers

are participating in during the 2024-25 school year to ensure all students have equitable access to content standards including English learner student access to ELD standards.

The reason West Park Elementary School is eligible for CSI is because of low performance in ELA, math, and English learner progress. The district is also required to include actions in the 2024-25 LCAP focused on these same areas due to the RED status of the Academic Indicators in English Language Arts and Math, and the English Learner Progress Indicator. To provide continuity of service and a higher probability of continuous improvement, the district will continue the partnership with FCSS to provide technical assistance for differentiated assistance even though they did not qualify based on the district's performance on the 2023 California School Dashboard. The partnership with FCSS is a complimentary support to the district as they monitor and evaluate the effectiveness of the CSI plan.

The district will monitor the regular engagement of the Academic Leadership Team and Professional Learning Communities to ensure a consistent focus on the implementation of the CSI plan. District leadership will also meet regularly with site leadership to develop their capacity to support teachers and monitor progress in the implementation of the CSI plan. The district will evaluate the effectiveness of the CSI plan by fully implementing benchmark assessments to monitor student access to the California Content Standards through highly effective teachers and classroom instruction.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged in the development of the 2024-25 LCAP through Academic Leadership Team meetings held on 8/23, 9/20, 10/25, 11/15, 1/24, 3/20, and 5/22, staff meetings held every Wednesday, Curriculum Adoption Committee meetings held on 7/12, 7/19, 7/24, 9/6, 10/24, 2/7, 2/14, 2/21, 4/17, and 4/24, Differentiated Assistance meetings held on 9/26, 10/11, 11/1, 2/28, 3/13, 4/10, and 5/29, and the staff survey. The teachers communicated the need for new curriculum adoptions in ELA/ELD, math, and SEL including supplemental materials and manipulatives to support differentiated learning opportunities. All three adoptions were made during the 2023-24 school year and professional development actions will be included in the 2024-25 LCAP to support the effective implementation of the adoptions. Teachers are advocating for consistent implementation of the adopted curriculum schoolwide. Teachers also communicated the need for more professional development to support English learner students and more paraprofessional staff to provide small group supplemental instruction in the classroom. Teachers want an SEL block to ensure students receive direct SEL instruction on a routine basis. Teachers are interested in increasing student opportunities for music, art, hands-on learning experiences, and excursions. Teachers advocated for the recruitment and retention of highly qualified staff through more competitive salaries.

Educational Partner(s)	Process for Engagement
Principal/Administrators	The principal and administrators were engaged in the development of the 2024-25 LCAP through staff meetings, the Curriculum Adoption Committee meetings held on 7/12, 7/19, 7/24, 9/6, 10/24, 2/7, 2/14, 2/21, 4/17, and 4/24, Differentiated Assistance meetings held on 9/26, 10/11, 11/1, 2/28, 3/13, 4/10, and 5/29, Senate Meetings held on 6/22, 7/20, 8/24, 9/21, 11/16, 1/18, 2/21, and 5/17, and the staff survey. The principal and administrators communicated the need for more highly qualified staff including teachers, counselors, and paraprofessionals. The principal and administrators are advocating for effective teacher PLCs that engage in common planning using regular benchmark assessment results. They want a more streamlined implementation of the new curriculum adoptions. The principal and administrators are also interested in providing professional development for teachers and paraprofessionals in the areas of SEL, crisis intervention, and academics.
Certificated Bargaining Unit (WPECA)	The Certificated Bargaining Unit (WPECA) met on 5/10/23 and 6/2/23 to discuss competitive salaries that support effective recruitment and retention of highly qualified certificated staff. WPECA also discussed stipends, teacher incentives, and benefits. These topics all impact the ability of the district to recruit and retain highly qualified staff and are integrated into the actions of the 2024-25 LCAP. A meeting with WPECA was held on 6/7/24 to review a draft of the 2024-25 LCAP.
Classified Bargaining Unit	The Classified Bargaining Unit (CSEA) met on 7/27/23, 9/20/23, 11/8/23, and 12/12/23 to discuss competitive salaries that support effective recruitment and retention of classified staff. CSEA communicated an interest in professional development on crisis prevention intervention (CPI). Paraprofessionals communicated the need for more professional development to support the effective implementation of the newly adopted curriculums. CSEA also expressed the need for a more organized system that provides for effective time management of their roles and responsibilities. A meeting with CSEA was held on 6/7/24 to review a draft of the 2024-25 LCAP.

Educational Partner(s)	Process for Engagement
Parents	Parents were engaged in the development of the 2024-25 LCAP through Coffee with Parents held on 10/24, 11/28, 1/23, 3/19, and 5/21, family events held on 1/28 (Carnival), 12/9 (Breakfast with Santa), and 3/30 (Easter Event), and the annual parent survey. Parents expressed the desire for more classified staff to ensure campus safety. They also advocated for improved communication.
Students	Students were engaged in the development of the 2024-25 LCAP through the family events listed above and the annual student survey. Students were also involved in the development of the 2024-25 LCAP through informal student-to-leader conversations with the Superintendent and Principal. Students communicated a desire for more student activities including academic, athletic, and social. They also advocated for more field trips.
SELPA	Site leadership consulted with the SELPA monthly, and most recently on 5/32, to ensure the 2024-25 LCAP actions focused on students with disabilities are aligned with IEP goals and other improvement plans designed to improve outcomes for students with disabilities.
Other School Personnel	Other school personnel including facilities, technology, and food services staff were engaged in the development of the 2024-25 LCAP through the staff survey and Senate Committee meetings held on 6/22, 7/20, 8/24, 9/21, 11/16, 1/18, 2/21, and 5/17. Other school personnel expressed an interest in more materials and supplies to effectively maintain campus facilities. They also advocated for upgraded technology and infrastructures and the streamlining of structures and procedures.
Comprehensive Support & Improvement (CSI) Partner Engagement	The engagement of educational partners to meet the requirements of CSI and the development of the CSI plan occurred during School Site Council meetings scheduled on 10/19, 11/16, 12/5, 12/14, 1/25, 2/29, 3/21, 4/26, 5/3, and 5/23. Partners expressed interest in increased campus security, the need to continue the focus on improving campus

Educational Partner(s)	Process for Engagement
	culture, the desire for classrooms that embrace 21st-century learning opportunities, the continuance of small class sizes, and higher expectations for student learning. The CSI funds will be used to expand the investment in building the capacity of teachers and classroom staff who provide direct support to students. The district will partner with FCSS to provide evidence-based professional development and coaching support to all teachers.
PAC, DELAC, Public Comment, Public Hearing, LCAP and Budget Adoption	Parent Advisory Committee (PAC): The LCAP was presented to the parent advisory committee (PAC), in accordance with Education Code section 52062(a)(1), on June 7, 2024 No questions were submitted that required the Superintendent to respond in writing.

District English Learner Advisory Committee (DELAC): The LCAP was presented to the DELAC, in accordance with Education Code section 52062(a)(2), on June 7, 2024. No questions were submitted that required the Superintendent to respond in writing.

Public Comment: In accordance with Education Code section 42062(a)(3), the public comment period including notification to members of the public of the opportunity to submit comments, occurred from June 7 to June 25, 2024.

Public Hearing: In accordance with Education Code section 42062(a)(3), the public hearing date was held on June 11, 2024.

Adoption by the Governing Board: In accordance with Education Code section 52062(b)(2), the governing board adopted the LCAP in a public meeting on June 25, 2024. The governing board adopted the budget and the LEA presented the Local Indicator Report: Progress on Local Indicators at the same meeting as the LCAP adoption.

Midyear Report: The LCAP Midyear Report was presented to the governing board on February 13, 2024. |

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

The 2024-25 LCAP was influenced by the feedback provided by educational partners in the following ways:

Action 1.1 provides for the recruitment and retention of highly qualified staff through more competitive salaries.

Action 1.2 prioritizes professional development focused on the effective implementation of the new ELA/ELD and math curriculum. A new science curriculum is planned for adoption during the 2024-25 school year and professional development to support the initial implementation is also reflected in this action.

Action 1.3 adds a focus on supporting the needs of LTELs through professional development to support effective integrated ELD in the core academic areas.

Action 1.4 provides for continued weekly teacher release time to engage in professional learning communities (PLCs).

Action 1.9 aligns with the input from teachers and parents alike for more qualified classified staff to support classroom instruction and campus safety.

Action 2.3 prioritizes effective two-way communication with families. Parents continue to advocate for improved communication between school and home.

Action 3.1 provides for continued resources to invest in upgraded technology, facilities, and infrastructures which is supported by input from all educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student academic achievement for all students, including English learners, foster youth, low-income students, and students with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed to articulate our commitment to student academic progress through equitable access to programs and services that meet the needs of all students particularly the unique needs, conditions, and circumstances of low-income students, English learner students, and foster youth. This goal demonstrates a dedication to continuous improvement through evidenced-based practices that effectively support equitable student learning and outcomes.

Student performance on the 2023 Smarter Balanced Assessment (SBAC) in English language arts (ELA) and math is mixed. Student performance on the 2023 SBAC in ELA declined from 2022 to 2023 from 17.2% meeting or exceeding standards to 15.9% meeting or exceeding standards in English language arts. However, in mathematics, student performance on the SBAC increased from 2022 to 2023 from 8.4% meeting or exceeding standards in math to 10.0% meeting or exceeding standards in math. A comparison of performance to the overall performance of students in Fresno County indicates a significant need to increase performance in both ELA and math. In 2022-23, 43.1% of Fresno County students met or exceeded English language arts standards compared to 15.9% at West Park Elementary School. In mathematics, 30.4% of Fresno County students met or exceeded standards compared to 10.0% at West Park Elementary School.

In 2023, low-income student performance in English language arts declined from 16.3% to 15.1%. English learner students performed lower than students overall in English language arts, however, their performance increased in 2023 from 7.9% to 9.6%. There are fewer than 10 foster youth in the district and for this reason, their scores are not reported.

Students Meeting or Exceeding Standards in ELA: Percentage change from 2022 to 2023
Overall: 17.2% (2022), 15.9% (2023); Change from 2022 to 2023 is -1.3%
Students with Disabilities: 9.5% (2022), 6.3% (2023); Change from 2022 to 2023 is -3.2%
Low-Income: 16.3% (2022), 15.1% (2023); Change from 2022 to 2023 is -1.2%
English Learners: 7.9% (2022), 9.6% (2023); Change from 2022 to 2023 is +1.7%
Long-Term English Learners: 0% (2023)

Asian: 24.0% (2022), 23.8% (2023); Change from 2022 to 2023 is -0.2%
Hispanic: 17.6% (2022), 14.8% (2023); Change from 2022 to 2023 is -2.8%
White: 0% (2022), 11.8% (2023); Change from 2022 to 2023 is +11.8%

Students Meeting or Exceeding Standards in Math: Percentage change from 2022 to 2023
Overall: 8.4% (2022), 10.0% (2023); Change from 2022 to 2023 is +1.6%
Students with Disabilities: 9.5% (2022), 3.2% (2023); Change from 2022 to 2023 is -6.3%
Low-Income: 6.8% (2022), 7.6% (2023); Change from 2022 to 2023 is +0.8%
English Learners: 4.5% (2022), 6.0% (2023); Change from 2022 to 2023 is +1.5%
Long-Term English Learners: 0% (2023)
Asian: 8.0% (2022), 15.0% (2023); Change from 2022 to 2023 is +7.0%
Hispanic: 7.7% (2022), 9.3% (2023); Change from 2022 to 2023 is +1.6%
White: 7.7% (2022), 11.8% (2023); Change from 2022 to 2023 is +4.1%

In 2023, student performance in mathematics increased overall by 1.6%. The performance of each significant student group also increased except for students with disabilities. Low-income student performance in mathematics increased by 0.8%, and English learner student performance increased by 1.5%. However, a performance gap persists for low-income and English learners students compared to all students.

Students Meeting or Exceeding Standards in Science: Percentage change from 2022 to 2023
Overall: 7.8% (2022), 15.6% (2023); Change from 2022 to 2023 +7.8%
Students with Disabilities: Fewer than 11 students
Low-Income: 7.3% (2022), 12.2% (2023); Change from 2022 to 2023 +4.9%
English Learners: 0% (2022), 3.8% (2023); Change from 2022 to 2023 is +3.8%
Long-Term English Learners: Fewer than 11 students
Asian: Fewer than 11 students
Hispanic: 7.8% (2022), 11.1% (2023); Change from 2022 to 2023 is +3.3%
White: Fewer than 11 students.

The 2023 California Science Test (CAST) results show progress overall and for each significant student group. Student performance overall increased from 7.8% to 15.6% meeting or exceeding standards in science.

The actions in Goal 1 are designed to ensure continuously improving student academic achievement over time. The Smarter Balanced Assessment in mathematics and the California Science Test showed positive growth overall in 2023. Student performance in English language arts decreased overall and for most significant student groups but increased for English learners. The efforts of the district to understand the root causes and reverse the trend of low student performance are beginning to have an impact. For this reason, the 2024-25 LCAP will continue the course of improvement with a new strengthened approach to actions that will improve outcomes in English language arts and sustain growth in mathematics and science.

An area of identified need to be addressed by the actions in Goal 1 will be English learner progress. The English Learner Progress Indicator (ELPI) declined significantly in 2023 to 17.1% of English learners making progress toward English language proficiency compared to 49.6% in 2022. The actions in Goal 1 have not been effective in obtaining the desired results. The significant difference in planned and actual expenditures in the previous year's plan highlights the need to find a qualified person to fill the posted position of English Learner Coordinator.

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	Misassignments: 4% Vacancies: 9% Data Year: 2023-24 Data Source: HR Department			Misassignments: 0% Vacancies: 0% Data Year: 2026-27 Data Source: HR Department	
1.2	Access to Standards-Aligned Instructional Materials	Core materials aligned: 100% Students with access: 100% Data Year: 2023-24 Data Source: Annual Williams Act Inspection Reported to Governing Board June 11, 2024			Core materials aligned: 100% Students with access: 100% Data Year: 2026-27 Data Source: Annual Williams Act Inspection	
1.3	Implementation of State Standards for All Students and Enable EL Access to CCSS and ELD Standards	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the			Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		state standards and core curriculum. The District has a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Data Year: 2023-24 Data Source: Local Teacher Survey Reported to Governing Board June 11, 2024			to enable access to the state standards and core curriculum. The District has a rating of 5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Data Year: 2026-27 Data Source: Local Teacher Survey	
1.4	Smarter Balanced ELA	Students Meeting or Exceeding Standards in ELA Overall 15.9% SWD 6.3% Low-Income 15.1% English Learners 9.6% LTELs 0% Asian 23.8% Hispanic 14.8% Low-Income Hispanic: 16.2% White 11.8% Data Year: 2022-23 Data Source: DataQuest			Students Meeting or Exceeding Standards in ELA Overall 35.0% SWD 15.0% Low-Income 30.0% English Learners 20.0% LTELs 20.0% Asian 40.0% Hispanic 35.0% Low-Income Hispanic 35.0% White 35.0% Data Year: 2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: DataQuest	
1.5	Smarter Balanced Math	Students Meeting or Exceeding Standards in Math Overall 10.0% SWD 3.2% Low-Income 7.6% English Learners 6.0% LTELs 0% Asian 15.0% Hispanic 9.3% Low-Income Hispanic 7.8% White 11.8% Data Year: 2022-23 Data Source: DataQuest			Students Meeting or Exceeding Standards in Math Overall 25.0% SWD 10.0% Low-Income 20.0% English Learners 15.0% Long-term English Learners 15.0% Asian 25.0% Hispanic 20.0% Low-Income Hispanic 20.0% White 20.0% Data Year: 2025-26 Data Source: DataQuest	
1.6	California Science Test	Students Meeting or Exceeding Standards in Science Overall 15.6% SWD <11 students Low-Income 12.2% English Learners 3.8% LTELs <11 students Asian <11 students Hispanic 11.1%			Students Meeting or Exceeding Standards in Science Overall 25.0% SWD 10.0% Low-Income 20.0% English Learners 15.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income Hispanic 11.4% White <11 students Data Year: 2022-23 Data Source: DataQuest			Long-term English Learners 15.0% Asian 25.0% Hispanic 20.0% Low-Income Hispanic 20.0% White 20.0% Data Year: 2025-26 Data Source: DataQuest	
1.7	English Learner Students Making Progress toward English Language Proficiency	17.1% Making progress toward English language proficiency Data Year: 2022-23 Source: 2023 California School Dashboard English Learner Progress Indicator (ELPI)			35.0% Making progress toward English language proficiency Data Year: 2025-26 Source: 2026 California School Dashboard English Learner Progress Indicator (ELPI)	
1.8	English Learner Reclassification Rate	English Learner Reclassification Rate 8.0% Data Year: 2023-24 Data Source: Local Data			English Learner Reclassification Rate 15.0% Data Year: 2026-27 Data Source: Local Data	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Access to a Broad Course of Study	100% of students have access to a broad course of study. Data Year: 2023-24 Data Source: State self-reflection tool Reported to Governing Board June 11, 2024			100% of students have access to a broad course of study Data Year: 2026-27 Data Source: State self-reflection tool	
1.10	Local Benchmark Assessment Reading	Students Above or On Grade Level in Reading Overall 31.1% K-2 47.6% 3-5 20.1% 6-8 26.1% Low-Income 32.2% Low-Income Hispanic: 34.0% English Learners 20.9% Foster Youth 0% Data Year: Spring Semester 2024 Data Source: iReady			Students Above or On Grade Level in Reading Overall 45.0% K-2 55.0% 3-5 35.0% 6-8 35.0% Low-Income 40.0% Low-Income Hispanic 40.0% English Learners 30.0% Foster Youth 20.0% Data Year: Spring Semester 2027 Data Source: iReady	
1.11	Local Benchmark Assessment Math	Students Above or On Grade Level in Math Overall 26.7% K-2 34.0%			Students Above or On Grade Level in Math Overall 40.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3-5 20.4% 6-8 24.2% Low-Income 26.6% Low-Income Hispanic 27.8% English Learners 18.2% Foster Youth < 11 students Data Year: Spring Semester 2024 Data Source: iReady			K-2 50.0% 3-5 30.0% 6-8 30.0% Low-Income 35.0% Low-Income Hispanic 35.0% English Learners 25.0% Foster Youth 40.0% Data Year: Spring Semester 2027 Data Source: iReady	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs	All students have access to a broad course of study. Low-income, English learner students, foster and homeless youth, and students with exceptional needs have access to additional support through increased staffing and supplemental instructional materials to ensure equitable access to the California content standards. General education teachers are responsible for ensuring all students have access to a broad course of study as part of the core educational program. Personnel costs associated with the core educational program also include administrative costs associated with implementing the core educational program. Teachers and administrators work in collaboration with supplemental team members who provide additional support for English learner students, low-income students, Hispanic students, and foster youth including the English Learner Coordinator (Action 1.3), bilingual paraprofessionals (Action 1.9), and ELA and math instructional coaches (Action 1.8). Beyond the core instructional program, the Academic Leadership Team will serve as teachers leaders to support a quality instructional program that is accessible to all learners through peer mentorship and support during collaborative teacher planning time. District educational partners believe in the importance of programs and activities that enhance the core curriculum to encourage students' active engagement in school. The district will provide clubs, athletics, motivational programs, and other co-curricular activities to help students feel connected to the school community. This action is a required action to address the RED Academic Indicator in ELA for Hispanic students. This action is a required action to address the RED Academic Indicator in math for Hispanic students.	$3,544,420.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development for Teachers and Paraprofessionals	The Academic Leadership Team will work collaboratively with district leadership to identify and select specific professional learning opportunities provided by content experts for all teachers and classroom support staff to support the continuous improvement of instructional practices that effectively meet the learning needs of low-income students, English learner students, low-income Hispanic students, and foster youth. Deepening teacher knowledge and skill of the California Content Standards remains a priority, but a new focus will be on English language arts and English language development. Professional learning opportunities will be provided to all teachers and paraprofessionals. A strengthened approach to this action is to also prioritize the effective implementation of the district's new core adoptions in ELA/ELD and math. The professional development will continue to focus on differentiated lessons that meet the specific needs of English learner students, long-term English learners, low-income students, low-income Hispanic students, and foster and homeless youth. It will also focus on the vertical alignment of instruction. Follow-up, in-classroom coaching, and feedback will be provided by instructional experts throughout the year to support teachers with the implementation of what they learned through professional development courses. Providing ongoing professional learning and coaching support to our staff will provide low-income students, English learner students, low-income Hispanic students, and foster youth with greater access to the California Content Standards. Professional development activities and classroom-based support for teachers and paraprofessionals will continue until significant growth in academic achievement for low-income students, English learner students, long-term English learners, low-income Hispanic students, and foster youth in the areas of ELA, ELD, math, and science are realized. Weekly common teacher planning time will bring teachers together to learn from one another and collaborate on continuous improvement projects focused on the needs of low-income students, English learner students, long-term English learners, low-income Hispanic students, and foster youth, which will lead to improvements in lesson quality, instructional effectiveness, and student achievement.	$215,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is a required action to address the RED Academic Indicator in ELA for the following groups: Overall performance, English learner students, Hispanic students, and low-income students. This action is a required action to address the RED Academic Indicator in math for the following groups: Overall performance, English learner students, Hispanic students, and low-income students. This action is a required action to address the RED English Learner Progress Indicator.		
1.3	Integrated and Designated ELD	Designated and integrated English Language Development (ELD) will be provided to all English learner students. It will be taught by appropriately credentialed teachers and supported by qualified bilingual paraprofessionals. The English Learner Coordinator will ensure the development and implementation of an annual English Learner Master Plan. Designated and integrated ELD will be provided daily with designated instruction provided in small-group settings with a certificated teacher and a paraprofessional's support. The Coordinator will provide direct support to teachers and students to ensure high-quality designated ELD is provided daily for all English learner students and integrated ELD strategies are masterfully implemented in all core academic areas. This action will be strengthened by the recruitment of an English Learner Coordinator through local job fares and multiple social media platforms. It will be further strengthened by focusing attention on the differences in instructional needs of long-term English learners (LTELs) versus newcomers or younger students. Professional development to support effective integrated ELD in the core academic areas, especially for English learner students stuck at the intermediate levels of English proficiency, will be a new focus of teacher learning opportunities. Professional development will prioritize academic language including English syntax, grammar, and vocabulary. Writing instruction will also be a focus of English learner students including LTELs. The professional development for upper- and middle-grade teachers is particularly important to help long-term English learners reading below grade level who are struggling with content areas that require literacy.	$121,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action includes expenditures on necessary supplementary supplies and technology including hotspots, software programs, and Chromebooks, all focused on meeting the needs of English learner students in Level 1 and Level 2. This action is a required action to address the needs of long-term English learner (LTEL) students.		
1.4	Supplemental Instructional and Assessment Resources	The district will provide supplemental resources that provide the assessment data needed to support effective instruction for low-income students, English learner students, and foster youth through differentiated strategies, leveled reading, and guided and independent practice. These resources include but are not limited to Renaissance Reading and Math and iReady online instructional and assessment resources.	$132,951.00	Yes
1.5	Supplemental Supports	Supplemental materials, supplies, and resources will be provided to staff to support effective differentiated lessons within the core instructional program and well-rounded, contextualized activities that enhance learning for low-income, English learner students, and foster youth, building upon and connecting the learning experiences to the contexts of their student's life experiences. The district will also provide supplemental academic support programs including Reading Corps and Math Corps that address skill sets that will allow low-income, English learner, and foster youth students to access enrichment activities and interests. Using these resources, teachers design project-based and experiential learning opportunities, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self-worth. These lessons will incorporate supplemental text, resources, realia, and presenters from the community.	$177,790.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Student Tutorial Support	To meet this need for supplemental instructional support for low-income students, English learner students, foster youth, and low-income Hispanic students, the district will provide the opportunity for qualified staff to provide academic support to students and their families after school hours. This need will be met through tutoring services provided by district teachers, the California Teaching Fellows Foundation, and via phone and web-based platforms. This action is a required action to address the RED Academic Indicator in ELA for the following groups: Overall performance, English learner students, low-income, and Hispanic students. This action is a required action to address the RED Academic Indicator in math for the following groups: Overall performance, English learner students, low-income, and Hispanic students.	$290,356.00	Yes
1.7	Intersessions	In collaboration with the Academic Leadership Team, district leadership will plan and offer instructional intersessions during fall, winter, and spring breaks, and during the summer to increase student learning time and improve student outcomes for traditionally underserved youth including low-income students, English learner students, and foster youth.	$170,000.00	Yes
1.8	Reading and Math Instructional Coaches	The district will provide a Reading and a Math Instructional Coach who will provide direct support to teachers and identified students, particularly English learner students, by ensuring well-designed, content-rich, lessons that support English language development in ELA and math are delivered in a pedagogically sound and effective manner using effective integrated English language development strategies. This support will consist of co-planning with teachers during PLC time, providing support with lesson design; real-time instructional coaching, and modeling of best practices in the classroom, and the incorporation of instructional rounds into classrooms to improve the effectiveness of all teachers. This action is a required action to address the RED Academic Indicator in ELA for English learner students.	$211,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is a required action to address the RED Academic Indicator in math for English learner students. This action is a required action to address the RED English Learner Progress Indicator.		
1.9	Paraprofessional Support for Students	The district will invest in ten (10) paraprofessionals to provide direct instructional support to low-income students, English learner students, and foster youth in the classroom under the supervision and guidance of appropriately credentialed teachers.	$247,007.00	Yes
1.10	Technology and Infrastructure to Support Student Learning	The district will provide supplemental technology resources and support to ensure equitable access for low-income students, English learner students, and foster youth to 21st-century content standards. With current technology, teachers are able to provide current and relevant learning opportunities aligned with the content standards. Technology will provide for improved communication and partnerships between educators and the families of low-income students, English learner students, and foster youth. The district will continue to maintain and replace technology and the related infrastructure to ensure effective learning opportunities that include equitable access for low-income, English learners, and foster youth.	$120,000.00	Yes
1.11	Support To Students With Disabilities	Students with disabilities will be provided specialized and targeted support as outlined in their Individualized Education Plans (IEPs). Students with disabilities will have access to specialized academic instruction and other designated instructional services as outlined in their IEP to ensure equitable access to free and appropriate public education. Services provided to students with disabilities will be aligned with all district programs to ensure students achieve their highest academic potential and all social-emotional needs are met. Students with disabilities at West Park Elementary had disproportionately higher suspension rates compared to all students during the 2022-23 school year resulting in a RED Suspension Rate Indicator for students with disabilities. Students with intellectual disabilities are at increased risk of	$233,370.00	No

Action #	Title	Description	Total Funds	Contributing
		developing challenging behavior. The district will engage in a root cause analysis of the underlying reasons for the behaviors that resulted in suspension to determine which students' behaviors are related to their identified disabilities. Once the root cause analysis has taken place, this action will be updated.

The district will partner with FCSS experts to develop individualized behavior plans for students with disabilities with disproportionately higher rates of suspension. Teachers will be provided professional development to deepen their knowledge and skills to support the needs of students experiencing behaviors that interrupt the learning process.

This action is a required action to address the RED Suspension Rate Indicator for students with disabilities. | | |
| 1.12 | Class Size Reduction | West Park Elementary School is committed to ensuring lower class sizes in grades K-6 beyond statutory requirements to ensure teachers can effectively differentiate their support to provide increased attention to students in need of additional support including low-income students, English learner students, foster and homeless youth. These identified students are traditionally underserved students who are provided equitable access to core learning opportunities through individualized and personalized instruction and support within all learning environments. | $371,754.00 | Yes |
| 1.13 | School Instructional Leadership | West Park Elementary School District will continue to refine the instructional leadership model with a dedicated instructional leader at the elementary school campus and will continue the role of the Academic Leadership Team. Instructional leadership is a model of school leadership in which the administrator spends the majority of their time (.5 FTE) collaborating with teacher leaders and working alongside teachers to provide support and guidance in establishing best instructional practices in the classroom, specifically instructional practices that meet the unique needs of low-income students, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. The | $82,716.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The instructional leader will also provide support and oversight of professional learning communities where teachers share best practices and brainstorm innovative ways to improve learning and drive student achievement. The goal of the instructional leadership model is to increase student academic achievement by developing reflective educators who are equipped to provide timely and targeted interventions and supports in the classroom when and where they are needed.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sustain a school culture in which organizational communication is valued, parent involvement is encouraged, student discipline is effective, staff and students are recognized, and student activities and supports result in positive outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed to articulate our commitment to our educational partners to strengthen parent and family engagement, re-establish the district's vision and mission, improve our routines and procedures, and demonstrate efficacy and consistency of routines and procedures that promote high levels of student engagement and a love for learning.

Chronic absenteeism declined significantly from 53.5% in 2022 to 33.9% in 2023 in response to the efforts of the district to engage families and students and help them feel more connected to school. However, a comparison to chronic absenteeism in Fresno County in 2023 which is at 25.3% indicates the need for a continued focus on the district's commitment to our educational partners to sustain a positive school culture where two-way communication is valued. The suspension rate overall increased slightly from 3.5% in 2022 to 4.0% in 2023, but a highlight was a decrease in the suspension rate for English learners from 4.7% in 2022 to 4.2% in 2023. Additionally, the district's suspension rate is lower than the overall suspension rate in Fresno County which is 5.6%.

Attendance Rate: 90.5% (2023), 93.0% (2024)

Chronic Absenteeism Rate:
Overall: 53.5% (2022), 33.9% (2023)
Low-Income: 54.1% (2022), 34.7% (2023)
English Learners: 49.3% (2022), 27.2% (2023)
Hispanic: 54.9% (2022), 35.6% (2023)
White: 50.0% (2022), 19.0% (2023)
Students with Disabilities 66.7% (2022), 59.7% (2023)

Suspension Rate:
Overall: 3.5% (2022), 4.0% (2023)

Low-Income: 2.6% (2022), 4.5% (2023)
English Learners: 4.7% (2022), 4.2% (2023)
Hispanic: 3.7% (2022), 4.3% (2023)
White: 0% (2022), 4.5% (2023)
Students with Disabilities 2.0% (2022), 7.1% (2023)

The actions in Goal 2 are designed to create and sustain a positive school culture and provide for the social and emotional well-being of students, families, and staff. The initial steps the district is taking to attain this goal are having the intended impact as demonstrated in the chronic absenteeism rates. While the suspension rate increased slightly, it is still lower than the overall suspension rate for Fresno County which is at 5.6%. For this reason, the 2024-25 LCAP will continue the course of improvement with a new strengthened approach to actions that will improve the culture and climate of the school, continue to reduce chronic absenteeism, sustain low suspension rates, and increase attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs. The District had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input and participation: 71.4% Data Year: 2023-24			Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs. The District had a rating of 5 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Parents that feel they have input	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Parent Survey Reported to Governing Board June 11, 2024			and participation: 80% Data Year: 2026-27 Data Source: Local Parent Survey	
2.2	Attendance Rate	Attendance Rate: 93.0% Data Year: 2023-24 Data Source: SIS P2			Attendance Rate: 98.0% Data Year: 2026-27 Data Source: SIS P2	
2.3	Chronic Absenteeism Rate	Chronic Absenteeism Rate: Overall 33.9% Low-Income 35.7% English Learners 27.2% Hispanic 35.6% White 19.0% Students with Disabilities 59.7% Foster Youth < 10 students Data Year 2022-23 Data Source: California School Dashboard			Chronic Absenteeism Rate: Overall 15.0% Low-Income 15.0% English Learners 15.0% Hispanic 15.0% White 15.0% Students with Disabilities 20.0% Foster Youth 20.0% Data Year 2025-26 Data Source: California School Dashboard	
2.4	Suspension Rate	Suspension Rate:			Suspension Rate:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall 4.0% Low-Income 4.5% English Learners 4.2% Hispanic 4.3% White 4.5% Students with Disabilities 7.1% Foster Youth < 10 students Data Year 2022-23 Data Source: California School Dashboard			Overall 3.0% Low-Income 3.0% English Learners 3.0% Hispanic 3.0% White 3.0% Students with Disabilities 3.0% Foster Youth < 10 students Data Year 2025-26 Data Source: California School Dashboard	
2.5	Expulsion Rate	Expulsion Rate: 0% Data Year 2023-24 Data Source: Local Data			Expulsion Rate: 0% Data Year 2026-27 Data Source: Local Data	
2.6	Middle School Dropout Rate	Middle School Dropout Rate: 0% Data Year 2023-24 Data Source: Local Data			Middle School Dropout Rate: 0% Data Year 2026-27 Data Source: Local Data	
2.7	Sense of Safety and School Connectedness	Sense of safety and school connectedness. 40.7% of students agree they feel safe at school			Sense of safety and school connectedness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50.4% of students agree they feel connected to school 71.4% of parents agree their child feels safe at school 68.4% of parents agree the school builds trusting and respectful relationships with families 75% of staff feel our school is a safe place for students 50% of staff agree the district provides them support to build trusting and respectful relationships with families Data Year 2023-24 Data Source: Local student, parent, and staff surveys Reported to Governing Board June 11, 2024			90% of students reported feeling safe at school 90% of students feel connected to school 90% of parents agree their child feels safe at school 90% of parents agree the school builds trusting and respectful relationships with families 90% of staff feel our school is a safe place for students 90% of staff agree the district provides them support to build trusting and respectful relationships with families Data Year 2026-27 Data Source: Local student, parent, and staff surveys	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Students and Parents: Positive Attendance Support	To ensure our low-income students, English learners, and foster youth are attending school and actively learning, supplemental supports designed to monitor student attendance and intervene early will be provided promptly and on a routine basis to assist in the removal of any potential barriers the families of our low-income students, English learner students, and foster youth may be experiencing that is interfering with their child's regular attendance and active engagement in school. To provide this increased support principally directed to these families, the district will provide a Pupil Services Specialist to implement an effective Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes that focus on supporting families, engage in regular communication with families regarding attendance and absences, and provide frequent positive recognition of positive student engagement in school. Regular attendance at school for both students and	$118,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff is a priority of the district. For this reason, students and staff will be recognized for regular attendance at school through strategies such as Wolf Bucks to purchase school supplies and teacher appreciation days. Regular attendance of teachers at school has a significant impact on student learning, especially for high-poverty or minority students. Research has found that chronic teacher absenteeism can be more prevalent in and is more detrimental to schools that serve high-poverty or minority students. Teacher absenteeism is associated with lower academic achievement, and the negative impact is more pronounced in high-poverty schools. A study by the National Bureau of Economic Research concluded that teacher absenteeism has a greater negative impact on student achievement in schools with high percentages of low-income and minority students. The study indicated that reducing teacher absenteeism could significantly improve academic outcomes for these students. Based on this research, a focus on the regular attendance of both students and staff is a priority of the district.		
2.2	Positive Behavioral Interventions and Supports (PBIS)	In 2024-25, a PBIS school team will continue to improve the schoolwide PBIS system based on the identified needs of the staff needs assessment. Professional development will continue to focus on alternatives to suspensions. An additional strategy will add the development of a discipline matrix to support appropriate student interventions. The counselor at West Park Elementary School will continue to provide social and emotional support for students (the cost is reflected in Action 2.5). The Board Certified Behavior Analyst (BCBA) will provide the expertise needed to effectively understand the student behaviors of low-income students and foster youth, support staff, and develop individual student plans to support healthier students who are more engaged in school and can more effectively access core academic content. These supports are particularly important in addressing the needs and circumstances of foster youth who commonly experience greater levels of trauma and low-income students who may not otherwise have access to mental health services. The PBIS philosophy is student-centered and focused on character development and consistent positive reinforcement, providing structured, positive learning environments that our foster youth, low-income, and	$203,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learner students need. Implementation of the PBIS philosophy includes stipends for the additional work and meetings, the cost of supplemental materials and supplies, branding and messaging, substitute teacher costs, and educational incentives for low-income and English learner students.		
2.3	Two-Way Communication with Families	Electronic two-way communication systems such as automated phone calling systems, Google platform communication and outreach tools, Parent Square, Zoom, etc. enhance communication with parents and support the implementation of annual district surveys. District staff assist parents and other staff to enhance the effective use of technology.	$124,500.00	Yes
2.4	Parent and Family Engagement	Parent and family engagement will be supported through planned activities such as workshops with guest speakers, family nights, back-to-school night, open house, academic awards ceremonies, technology classes, English classes, and a parent club. The Pupil Services Specialist (Action 2.1) will provide additional resources necessary to provide a robust family engagement plan that meets the unique needs of low-income families, English learner families, and foster youth. There is a continued need to build the capacity of the district to provide high-quality family engagement opportunities. The action will be strengthened by increasing the supplemental materials and supplies budget to ensure parents and families have the resources they need to effectively engage in personal learning and development. Surveys will be administered annually to assess parental participation, engagement, safety, and satisfaction.	$24,250.00	Yes
2.5	Mental Health Support	West Park Elementary School District is committed to ensuring the physical and mental health of low-income students, English learner students, and foster youth by providing a counselor and contracted services with a non-profit, clinic-level mental health agency to provide mental health support for students and families. Mental health support is an important resource, especially in addressing the needs and	$140,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide effective school operations to improve school attendance, support labor, maintain transportation services, sustain facilities and infrastructure, practice sound purchasing/acquisition protocols, provide food services, and secure appropriate operation/service agreements.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal underscores the importance of providing all students and staff with safe, clean facilities conducive to learning thereby allowing teachers to teach and students to learn at the highest levels. The metrics are based on the district's FIT report and local survey results and will be used to ensure that all of West Park Elementary facilities are in good repair, and are well-kept (clean). Each school year, school staff will provide the community with facility updates, needs, concerns, etc. In addition, all educational partners will have ongoing opportunities to comment and share concerns on the District's website, as well as at meetings throughout the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Maintained in Good Repair	Facilities in good repair: 100% Data Year: 2023-24 Data Source: FIT Report			Facilities in good repair: 100% Data Year: 2026-27 Data Source: FIT Report	
3.2	Local Benchmark Assessment Reading	Students Above or On Grade Level in Reading Overall 31.1% K-2 47.6% 3-5 20.1%			Students Above or On Grade Level in Reading Overall 45.0% K-2 55.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-8 26.1% Low-Income 32.2% Low-Income Hispanic: 34.0% English Learners 20.9% Foster Youth 0% Data Year: Spring Semester 2024 Data Source: iReady			3-5 35.0% 6-8 35.0% Low-Income 40.0% Low-Income Hispanic 40.0% English Learners 30.0% Foster Youth 20.0% Data Year: Spring Semester 2027 Data Source: iReady	
3.3	Local Benchmark Assessment Math	Students Above or On Grade Level in Math Overall 26.7% K-2 34.0% 3-5 20.4% 6-8 24.2% Low-Income 26.6% Low-Income Hispanic 27.8% English Learners 18.2% Foster Youth 100% Data Year: Spring Semester 2024 Data Source: iReady			Students Above or On Grade Level in Math Overall 40.0% K-2 50.0% 3-5 30.0% 6-8 30.0% Low-Income 35.0% Low-Income Hispanic 35.0% English Learners 25.0% Foster Youth 40.0% Data Year: Spring Semester 2027 Data Source: iReady	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expanded Learning Environments	To increase student-to-student educational interactions and accelerate and enhance learning opportunities, an expansion of outdoor learning environments is planned. The district will develop additional outdoor learning areas that can be utilized for student instruction of core academic areas through project-based, hands-on learning opportunities. Outdoor spaces conducive to learning will increase their students' depth of knowledge and application. Improvements to outdoor play spaces will provide an inviting and safe place for students to socialize and deepen their connection to school. Improvements to outdoor play spaces/fields will tap into students' interests	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outside of academics and may be the reason for some students to prioritize their attendance at school.		
3.2	Facility Monitoring	West Park Elementary School is located in an area where response and monitoring off-hours require more manpower than it can afford. The intent of this action is to decrease vandalism and to increase the supervision of areas that have low supervision. Perimeter protection and storage capacity will be increased, and coverage extended for delayed reporting of incidents. This will also provide data through automated electronic monitoring. The action will increase server capacity to allow for the expansion of the security system.	$40,000.00	No
3.3	Clean and Safe Schools	West Park Elementary School District custodians serve the important role of maintaining the cleanliness and safety of our educational facilities, allowing students, staff, and families to enjoy a clean and secure environment for learning activities. Proper cleaning and maintenance can make a meaningful impact on educational success for both young learners and teachers. Research supports a positive correlation between facility cleanliness, air quality, and academic performance.	$110,258.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,173,351.00	$149,037

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
38.753%	24.799%	$806,041.80	63.552%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development for Teachers and Paraprofessionals **Need:** The 2023 California Assessment of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the	Research and educational best practices provide evidence that well-prepared teachers and paraprofessionals have a significant positive impact on student learning. The district's professional development will continue to focus on differentiated lessons that meet the specific needs of English learner students, low-income students, and foster and homeless youth. It will also focus on the vertical alignment of instruction. Follow-up, in-classroom coaching, and feedback will be provided by instructional experts throughout the	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	CAASPP English language arts, mathematics, and science assessments. We further disaggregated our data and examined the needs of low-income Hispanic students. 75.6% of our Hispanic students come from low-income households. Our findings revealed a common need among these groups: highly skilled staff to provide differentiated instruction. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest further investment in this action with a new approach that shifts the focus from math strategies to ELA and ELD strategies. In our experience, skilled teachers are needed to provide differentiated instruction within the instructional day to meet the intervention needs of low-performing students including low-income students and foster youth, and the integrated language development needs of English learner students. **Scope:** Schoolwide	year to support teachers with the implementation of what they learned through professional development courses. With a strengthened approach of focusing on the effective implementation of the district's new adoptions through the consistent support of content experts and the commitment of the Academic Leadership Team, improved performance of low-income students, English learner students, foster youth, and low-income Hispanic students in all academic areas is expected as measured by the selected metrics. This action is provided on an LEA-wide basis because all students, including Hispanic students, benefit from highly effective teachers, however, low-income students, including low-income Hispanic students, English learners, and foster youth will benefit most from teachers who are skilled at providing differentiated instruction and in-class interventions that will work to close the achievement gap.	
1.4	**Action:**	The district will provide supplemental resources that provide the assessment data needed to	Smarter Balanced ELA Smarter Balanced Math

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
	Supplemental Instructional and Assessment Resources **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest further investment in this action with a new approach that shifts the focus to a deep analysis of local assessments in early reading and ELA performance to address lower student performance in ELA/ELD. In our experience, our low-income students and foster youth experience greater barriers to learning that result in achievement gaps such as food insecurity, poverty, and instability in their personal lives that can cause them to feel distracted, unfocused, and even disengaged from school. Our English learner students experience language acquisition delays that interfere with learning the core content. For these reasons, this action is principally	support effective instruction for low-income students, English learner students, and foster youth through differentiated strategies, leveled reading, and guided and independent practice. These resources include but are not limited to Renaissance Reading and Math and iReady online instructional and assessment resources. The district will also provide supplemental academic support programs including Reading Corps and Math Corps that address skill sets that will allow low-income, English learner, and foster youth students to access enrichment activities and interests. Using these resources, teachers design project-based and experiential learning opportunities, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self-worth. These lessons will incorporate supplemental text, resources, realia, and presenters from the community. These supplemental resources will help to mitigate the impact of the barriers that result in achievement gaps for unduplicated students by providing project-based and experiential learning opportunities that re-engage them in school and help them focus on learning rather than feeling distracted. The use of Reading Corps and Math Corps tutors also helps to mitigate the impact of the barriers that result in achievement gaps for unduplicated students by working with students one-on-one to learn missing skills.	California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	directed to meet the unique needs of unduplicated students. **Scope:** Schoolwide	Using supplemental instructional and assessment resources in supporting instruction and learning can have a significant positive impact on the instructional quality of teacher's lessons and the learning outcomes of their students because they allow the teacher to effectively differentiate lessons that are targeted to meet the specific needs of individual students through in-class targeted interventions and supports, making student learning more effective and relevant. This action is provided on an LEA-wide basis because all students benefit from effective instructional practices such as differentiated lessons, however, low-income students, English learners, and foster youth will benefit most from teachers who are skilled at providing differentiated instruction and in-class interventions that will work to close the achievement gap.	
1.5	**Action:** Supplemental Supports **Need:** Consistent input from teachers, parents, and students collected through the needs assessment indicates the need to invest in learning opportunities beyond traditional classroom teaching practices to effectively engage students in learning and provide them with hands-on learning opportunities they may not otherwise experience due to barriers such as limited family resources and language barriers that prevent low-income students, English learner students, and foster youth from	Supplemental materials, supplies, and resources will be provided to staff to support effective differentiated lessons within the core instructional program and well-rounded, contextualized activities that enhance learning for low-income, English learner students, and foster youth, building upon and connecting the learning experiences to the contexts of their student's life experiences. The district will also provide supplemental academic support programs including Reading Corps and Math Corps that address skill sets that will allow low-income, English learner, and foster youth students to access enrichment activities and interests. Using these resources, teachers design	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	learning the California Content Standards outside of the regular school day. Project-based and experiential learning opportunities help to deepen student learning and increase the relevance of classroom instruction. These opportunities provide greater equity and access for low-income students, English learner students, and foster youth who may experience less access to learning experiences outside of the classroom due to limited resources and time. The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest further investment in this action with a new approach that shifts the focus to support early reading skills and vocabulary development for English learner students. **Scope:**	project-based and experiential learning opportunities, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self-worth. These lessons will incorporate supplemental text, resources, realia, and presenters from the community. In our experience, low-income students, English learner students, and foster and homeless youth need to experience learning opportunities that are relevant to their daily lives and build upon their prior experiences. This opportunity can be achieved, at least partially, through lessons that integrate hands-on and/or project-based learning opportunities using supplemental materials that enhance student learning. Low-Income and English learner students who are provided instructional activities that are relevant to their interests and comprehensible help them maintain engaged learning. Elements of self-worth are developed through the confidence of knowledge and subject awareness that can provide critical thinking avenues for depth of knowledge understanding leading to increased state and local assessment performance for the English learner, low-income, and foster youth students. The action is provided on an LEA-wide basis because all students benefit from enrichment activities, project-based learning, and experiential	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	learning opportunities, however, this action is principally directed to low-income students, English learner students, and foster youth who may experience less access to learning experiences outside of the classroom due to limited resources and time.	
1.6	**Action:** Student Tutorial Support **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. We further disaggregated our data and examined the needs of low-income Hispanic students. 75.6% of our Hispanic students come from low-income households. Our findings revealed a common need among these groups: tutoring services provided by credentialed teachers. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest further investment in this action with a new approach that shifts the focus to support basic	To meet this need for supplemental instructional support for low-income students, English learner students, foster youth, and Hispanic youth, the district will provide the opportunity for qualified staff to provide academic support to students and their families after school hours. This need will be met through tutoring services provided by district teachers, the California Teaching Fellows Foundation, and via phone and web-based platforms. Increased instructional support is intended to help low-income students, English learner students, foster youth, and Hispanic youth with independent practice of the skills and concepts learned each day, support the growth of low-income and English Learner students in ELA and math, and support increased parental participation in their child's learning. This action is intended to improve English learner student, low-income student, foster youth, and Hispanic student academic performance in ELA, math, and science on the CAASPP assessments in ELA, math, and science, or local assessments. This action is provided on an LEA-wide basis because all students, including Hispanic students, will benefit from tutoring services, however, priority	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	reading, writing, and math skills for the student groups (English learner students, low-income students, and Hispanic students) that were RED on the 2023 Dashboard in the areas of ELA and math. Parent and student requests, in addition to assessment data, indicate that supplemental tutorial support from fully credentialed teachers could increase the academic performance of low-income students and English learner students. **Scope:** Schoolwide	will be given to low-income students, including low-income Hispanic students, English learner students, and foster youth to eliminate the achievement gap.	
1.7	**Action:** Intersessions **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These	In collaboration with the Academic Leadership Team, district leadership will plan and offer instructional intersessions during fall, winter, and spring breaks, and during the summer to increase student learning time and improve student outcomes for traditionally underserved youth including low-income students, English learner students, and foster youth. Research confirms that students from low-income families lose ground in learning over the summer compared to their more affluent peers. Research also shows that students with high attendance in voluntary summer learning programs experience educationally meaningful benefits in math and reading. Providing supplemental instructional time will provide low-income students and foster youth with	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	early indicators of success suggest further investment in this action with a new approach that shifts the focus to support intensive remediation in basic reading, writing, and math skills. Requests from educational parents which are supported by low academic performance, indicate that supplemental instructional support from fully credentialed teachers could increase low-income and English learner student learning and achievement. Intersession instruction provided between regular instructional sessions will bridge instructional gaps, keep low-income and English learner students actively engaged in the learning process, and provide opportunities for significant intensive remediation, as needed based on individualized needs. **Scope:** Schoolwide	meaningful instruction during the summer, a time when they commonly experience learning loss. The anticipated result of supplemental instructional time during the summer and intersessions is both an increase in the performance of low-income students and a closing of the achievement gap on the CAASPP assessments in ELA, math, science, or local assessments. This action is provided on an LEA-wide basis because intersessions will be available to all students, however, priority will be given to low-income students, English learner students, and foster youth to eliminate the achievement gap.	
1.8	**Action:** Reading and Math Instructional Coaches **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts and	The district will provide a Reading and a Math Instructional Coach who will provide direct support to teachers and identified students, particularly English learner students, by ensuring well-designed, content-rich, lessons that support English language development in ELA and math are delivered in a pedagogically sound and effective manner using effective integrated English language development strategies. This will help to mitigate the impact that language acquisition	Smarter Balanced ELA Smarter Balanced Math Local Assessment Reading (iReady) Local Assessment Math (iReady) ELPI

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
	mathematics assessments. Performance in ELA decreased overall, but performance in math increased overall. The English Learner Progress Indicator declined significantly from 49.6% in 2022 to 17.1% in 2023. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest investment in this action with a strengthened approach to recruit qualified applicants for these positions at local job fares and on multiple social media platforms. In our experience, our low-income students and foster youth experience greater barriers to learning that result in achievement gaps such as food insecurity, poverty, and instability in their personal lives that can cause them to feel distracted, unfocused, and even disengaged from school. Our English learner students experience language acquisition delays that interfere with learning the core content. For these reasons, this action is principally directed to meet the unique needs of unduplicated students. **Scope:** Schoolwide	delays have on English learner students learning the core content. Reading and Math Instructional Coaches will help to mitigate the impact of barriers that result in the achievement gap of low-income students and foster youth through co-planning with teachers during PLC time, providing support with lesson design; real-time instructional coaching, modeling of best practices in the classroom, and the incorporation of instructional rounds into classrooms to improve the effectiveness of all teachers. Research and educational best practices indicate that well-prepared instruction with content focus from effective teachers has a very significant impact on low-income student and English learner student learning outcomes. Lessons will be designed and delivered using the most current, effective instructional methodology and content. Research has also shown a very significant positive effect size in improving low-income and English learner student learning when instruction is well designed to meet the unique needs of all low-income and English learner students through carefully and strategically designed and delivered lessons and content. We expect that the state or local achievement data in the areas of ELA and math for foster youth, low-income and English learners will increase as Reading and Math Instructional Coaches help to build the capacity of teachers to meet the learning	

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
		needs and experiences most associated with these specific student groups. This action is provided on an LEA-wide basis because all students benefit from effective instructional practices supported by Reading and Math Instructional Coaches. However, low-income students English learners, and foster youth will benefit most from teachers who are skilled at providing differentiated instruction and in-class interventions that will work to close the achievement gap.	
1.9	**Action:** Paraprofessional Support for Students **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest continued investment in this action with a strengthened approach to recruit applicants for the unfilled	The district will invest in ten (10) paraprofessionals to provide direct instructional support to low-income students, English learner students, and foster youth in the classroom under the supervision and guidance of appropriately credentialed teachers. Research and experience provide evidence that students benefit significantly from small group and individualized instruction focused on each student's specific needs, especially for English learner students, students from low-income backgrounds, and other underserved students where additional support is needed to create equitable learning environments. Paraprofessionals will help to reduce achievement gaps for unduplicated students by providing students with one-on-one instructional support in the classroom. Paraprofessionals will help students stay on task and engage more in their learning by redirecting student's attention and interacting with students who need support to	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	positions at local job fairs and on multiple social media platforms. In our experience, our low-income students and foster youth experience greater barriers to learning that result in achievement gaps such as food insecurity, poverty, and instability in their personal lives that can cause them to feel distracted, unfocused, and even disengaged from school. Our English learner students experience language acquisition delays that interfere with learning the core content. For these reasons, this action is principally directed to meet the unique needs of unduplicated students. **Scope:** Schoolwide	refocus on learning. Paraeducators will work directly with English learner students to help them build on their background knowledge, learn new vocabulary, and practice their language skills with their peers in a less formal, lower-risk setting. We expect that the state or local achievement data in the areas of ELA, math, and science for foster youth, low-income, and English learners will increase, and English language development for English learner students will increase, as paraprofessionals will provide the additional direct support unduplicated students need to have equitable access to the content. The action is provided on an LEA-wide basis because all students benefit from small group support, however, this action is principally directed to low-income students, English learner students, and foster youth who may have greater need for individualized instruction to close the achievement gap.	
1.10	**Action:** Technology and Infrastructure to Support Student Learning **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in	The district will provide supplemental technology resources and support to ensure equitable access for low-income students, English learner students, and foster youth to 21st-century content standards. With current technology, teachers are able to provide current and relevant learning opportunities aligned with the content standards. Technology will provide for improved communication and partnerships between educators and the families of low-income students, English learner students, and foster youth. The district will continue to maintain and replace technology and the related infrastructure to ensure	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest continued investment in this action with a strengthened approach by developing a technology replacement plan. A condition of low-income families is a lack of access to digital devices at home to support the completion of school work including research and writing assignments. Additionally, access to the internet is a problem in rural Fresno County which is well-documented by local and state research. **Scope:** Schoolwide	effective learning opportunities that include equitable access for low-income, English learners, and foster youth. Access to technology resources both in school and at home will directly address the needs of low-income students, English learner students, and foster youth. An additional need to address the learning of low-income students, English learner students, and foster youth is to ensure teachers also have access to the necessary technology to deliver the curriculum that is designed to leverage 21-st century learning opportunities including visual instructional supports, virtual classrooms, and access to resources that are only available electronically. Providing these additional technology resources will support the implementation of current 21st-century technology-embedded teaching and learning structures that are standard best practices, ensuring equitable access for low-income students and foster youth whose financial circumstances may not allow for access to the latest technological resources. By maintaining and upgrading technology for teachers and the identified students to ensure continued electronic access to learning and teaching, the academic achievement of English Learners and low-income students will increase year over year, as measured by CAASPP assessments in ELA, math, and science, or local assessments. This action is provided on an LEA-wide basis because all students need access to technology, however, it is principally directed to the	

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
		circumstances of low-income students, English learner students, and foster youth who may otherwise have no access to technology.	
1.12	**Action:** Class Size Reduction **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest continued investment in this action with a strengthened approach through additional investments in teacher professional development focused on the effective implementation of the newly adopted curriculum. **Scope:** Schoolwide	West Park Elementary School is committed to ensuring lower class sizes in grades K-6 beyond statutory requirements to ensure teachers can effectively differentiate their support to provide increased attention to students in need of additional support including low-income students, English learner students, foster and homeless youth. These identified students are traditionally underserved students who are provided equitable access to core learning opportunities through individualized and personalized instruction and support within all learning environments. Evidence and experience demonstrate that students perform better when they have access to more effective teaching and more focused learning. In a reduced class size setting, more teacher-to-student and student-to-teacher interactions allow teachers to recognize the needs of individual students and customize instruction and support. Teachers know their students on a more individual basis and can more easily identify learning needs early, when early intervention has the greatest impact on student growth. In a small class setting, the environment supports more student connection and greater social and emotional student health. By continuing to sustain additional teachers, the district will make it possible for a smaller staff-to-student ratio to be able to provide this targeted support. Maintaining a commitment to smaller	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
		class sizes has the potential to impact individual student learning in the core academic areas and increase English learner students' language proficiency levels as evidenced in the CAASPP results or local measures. We expect that the state or local achievement data in the areas of ELA , math, and science for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. This action is provided on an LEA-wide basis because all students benefit from reduced class size, however, it is principally directed to meet the needs of low-income students, English learner students, and foster youth who will experience increased equitable access to the content standards including ELD standards for English learner students.	
1.13	**Action:** School Instructional Leadership **Need:** The 2023 California Assessments of Student Performance and Progress (CAASPP) show the results for our low-income students, English learner students, and foster youth are performing significantly below their peers throughout the county and state on the CAASPP English language arts, mathematics, and science assessments. Performance in ELA decreased overall, but performance in	A dedicated instructional leader at the elementary school campus will address the achievement gaps of low-income students, English learner students, and foster youth by ensuring teachers are utilizing instructional practices in the classroom including differentiated learning, targeted in-class interventions, and regular progress monitoring and feedback. The instructional leader will accomplish this by mentoring teachers and providing guidance on how to establish best instructional practices in the classroom. The instructional leader will communicate and set clear goals related to student achievement together with teachers. The	Smarter Balanced ELA Smarter Balanced Math California Science Test Local Assessment Reading (iReady) Local Assessment Math (iReady)

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
	math increased overall. Local assessments administered during the 2024 school year indicate growth in student performance in the core content areas which indicates student performance on the 2024 CAASPP assessments will also show growth. These early indicators of success suggest continued investment in this action with a strengthened approach and focus on the formation of professional learning communities. Low-income students and foster youth experience an achievement gap due to a variety of barriers that impact learning compared to their peers. Examples of these barriers for low-income students and foster youth include fewer resources outside of school, increased hunger, and greater childhood traumas. For English learner students a significant barrier is varying language abilities and limited academic vocabulary. **Scope:** Schoolwide	instructional leader will serve as an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The instructional leader will also provide support and oversight of professional learning communities where teachers share best practices and brainstorm innovative ways to improve learning and drive student achievement. The goal of the instructional leadership model is to increase student academic achievement of low-income students, English learner students, and foster youth by developing reflective educators who are equipped to provide timely and targeted interventions and supports in the classroom when and where they are needed. The instructional leader will help to mitigate barriers for low-income students such as food insecurity by monitoring student school meal usage and conducting outreach efforts to encourage families to take advantage of this resource. Efforts to help students experiencing greater childhood traumas include monitoring and ensuring equitable student access to counseling services and helping families with access to public mental health services. Language barriers impacting English learner students will be addressed by the instructional leader through routine monitoring of classroom instructional strategies such as effective integrated English language development, use of scaffolds to increase productive language, and frequent use of student-to-student interactions.	

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
		The instructional leader has a great deal of responsibility to low-income students, English learner students, foster youth, teachers, parents, and the community. They are supportive, motivating, and knowledgeable about student learning, including academic and social-emotional learning. Together, the instructional leader and instructional leadership team communicate a clear vision for classroom practices and communicate expectations for teachers and students through a supportive, mentoring approach. The impact of an instructional leadership model is to continuously improve equity and access to high-quality learning experiences and improved academic outcomes for all students with an emphasis on closing achievement gaps. By implementing this action as described, we expect the achievement of low-income students, English learner students, and foster youth will increase on both state and local assessments in ELA, math, and science. This action is provided on an LEA-wide basis because all students will have access to the instructional leader and all students will benefit from improved instructional strategies. However, this action is principally directed toward low-income students, English learner students, and foster youth who may disproportionately experience circumstances such as childhood trauma, hunger, and/or language barriers that result in an achievement gap.	
2.1	**Action:**	To ensure our low-income students, English learners, and foster youth are attending school	Chronic Absenteeism Rate Local Assessment in ELA

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
	Students and Parents: Positive Attendance Support **Need:** Chronic absenteeism rates for low-income students and English learner students continue at higher rates than desirable, however, are decreasing. In 2022-23, the chronic absenteeism rate declined to 33.9% from 53.5% in the previous year. Chronically absent students are not only missing out on school and opportunities to learn, but they are at the greatest risk of falling behind which disproportionally impacts our low-income students, English learner students and foster youth who are already experiencing lower achievement levels compared to all students. Research also shows that chronic absenteeism is an early predictor of high school dropout. For this reason, chronic absenteeism disproportionally impacts low-income students, English learners, and foster youth since it has the potential to accelerate achievement gaps in ELA and math and compound other factors impacting academic achievement. **Scope:** Schoolwide	and actively learning, supplemental supports designed to monitor student attendance and intervene early will be provided promptly and on a routine basis to assist in the removal of any potential barriers the families of our low-income students, English learner students, and foster youth may be experiencing that is interfering with their child's regular attendance and active engagement in school. To provide this increased support principally directed to these families, the district will provide a Pupil Services Specialist to implement an effective Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes that focus on supporting families, engage in regular communication with families regarding attendance and absences, and provide frequent positive recognition of positive student engagement in school. Regular attendance at school for both students and staff is a priority of the district. For this reason, students and staff will be recognized for regular attendance at school through strategies such as Wolf Bucks to purchase school supplies and teacher appreciation days. Supplemental supports focused on high levels of student engagement in school are designed to support the families of our low-income students, English learner students, and foster youth by assisting with the removal of barriers that may interfere with regular attendance at school and affect them disproportionally such as transportation needs, medical needs, or other circumstances that make it difficult to ensure their child is in school, on-time, every day.	Local Assessment in Math

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
		Staff incentives through teacher appreciation days help teachers feel valued, which can lead to increased productivity, engagement, and satisfaction. Teachers who feel supported are also more likely to stay at their school and experience regular attendance. A study by the National Bureau of Economic Research concluded that teacher absenteeism has a greater negative impact on student achievement in schools with high percentages of low-income and minority students. The study indicated that reducing teacher absenteeism could significantly improve academic outcomes for these students. Based on this research, a focus on the regular attendance of both students and staff is a priority of the district. This action will address the need to reduce chronic absenteeism by monitoring student attendance and intervening early with support on a prompt and routine basis to assist in the removal of any potential barriers the families of our low-income students, English learner students, and foster youth may be experiencing that is interfering with their child's regular attendance at school. This action is being provided on an LEA-wide basis because monitoring student attendance and intervening early is beneficial for all students. However, this action is designed to target the needs of low-income, English learner students, and foster youth so that chronic absenteeism does not affect them disproportionately. We expect that this action, through continuously improved implementation over time, will result in	

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
		decreased chronic absenteeism, thereby increasing academic outcomes in ELA and math.	
2.2	**Action:** Positive Behavioral Interventions and Supports (PBIS) **Need:** Disproportionate suspension rates, high chronic absenteeism, and low student connectedness to school persist. In 2022-23, the suspension rate increased to 4.0% from 3.5% in 2021-22 and is disproportionally higher for low-income students (4.5%). However, the suspension rate for English learners declined from 2021-22 to 2022-23, from 4.7% to 4.2%. In 2022-23, chronic absenteeism declined significantly from 53.5% to 33.9%. A local needs assessment continues to support the need for a structured, consistently implemented, positive schoolwide behavior system that will provide the support needed to help foster youth, low-income, and English learner students actively engage in school and contribute to a healthy school environment. Research shows that effectively implementing a system of Positive Behavioral Interventions and Supports (PBIS) in schools has a significant positive impact on lowering suspension and expulsion rates, increasing student engagement in school, and improving staff morale and perceptions of school climate. PBIS is a whole school framework for	The PBIS school team will continue to improve the schoolwide PBIS system based on the identified needs of the staff needs assessment. Professional development will continue to focus on alternatives to suspensions. An additional strategy will add the development of a discipline matrix to support appropriate student interventions. A Board Certified Behavior Analyst (BCBA) will provide the expertise needed to effectively understand the student behaviors of low-income students and foster youth, support staff, and develop individual student plans, which will result in healthier students who are more engaged in school and able to more effectively access core academic content. This action is provided on an LEA-wide basis because timely and appropriate social and emotional support is beneficial to all students. However, the action is principally focused on the needs and circumstances of foster youth who commonly experience greater levels of trauma and low-income students who may not otherwise have access to mental health services. The implementation of the PBIS system with integrity should result in decreases in office referrals, suspensions, and chronic absenteeism, improved survey results indicating student connectedness to school, and increases in attendance rates for our low-income students, English learner students, and foster youth.	Suspension Rate Expulsion Rate Chronic Absenteeism Rate Student Survey Measure of Connectedness to School Student Survey Measure of Safety

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
	establishing consistent positive discipline practices across all staff, students, and settings. It is a multi-tiered system of prevention that establishes a foundation for a healthy school environment. The model emphasizes teaching and acknowledging students for meeting behavioral expectations and providing consistent and corrective responses for problem behavior. The focus of PBIS is prevention; not punishment. There is evidence this action is having the desired impact of increasing student engagement in school and a continued need exists to provide staff focused on campus supervision and support. Yet, based on the varying outcome measures, this action will be changed to enhance the focus on developing and implementing a consistent schoolwide PBIS system across all staff, students, and settings. **Scope:** Schoolwide		
2.3	**Action:** Two-Way Communication with Families **Need:** The district's low-income students, English learner students, foster youth, and their families are at the greatest risk of not receiving accessible district communications regarding learning, safety, engagement, and other important topics due to challenges such as	The district will provide electronic two-way communication systems such as automated phone calling systems, Google platform communication and outreach tools, Parent Square, Zoom, etc. to enhance communication with parents and support the implementation of annual district surveys. District staff assist parents and other staff to enhance the effective use of technology.	Chronic Absenteeism Parent survey results measuring parent input in decision making Parent survey results measuring parent connectedness to school

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
	accessible language and translation. In our experience, low-income families often cannot meet school staff or attend events where information is provided because of work hours or lack of transportation. They may not have adequate opportunities to provide input in decision-making or feel disconnected from school. Parents and families who don't speak English as their primary language may face additional barriers to receiving and understanding district communications. Chronic absenteeism persists at higher than desirable levels and must decrease for students to be in school to learn. A shared understanding between educators and families about the importance of regular attendance in school is possible through effective two-way communication. **Scope:** Schoolwide	Communication gaps are minimized with district technology. Technology and resources that increase access to information benefit our families and students. Access to important information facilitates and expands the opportunities of the families of our low-income students, English learner students, and foster youth. It improves their overall experience as an educational partner and improves their ability to provide valuable input regarding their child's educational needs which impacts their academic, social, emotional, and behavioral success at school. In our experience, the effective use of two-way communication tools increases parent involvement in decision-making and the active engagement of foster youth, low-income, and English learner students in school. For this reason, we expect a reduction in the chronic absenteeism rate and an increase in the percentage of parents who feel they have more input in decision making and a greater connectedness to school. This action is provided on an LEA-wide basis because all families need to be included in regular communications with the school, however, a focused effort on outreach to families that are marginalized or disengaged from school such as the families of low-income students, English learner students, or foster youth will help create an inclusive culture that values all voices and results in the academic and social-emotional success of low-income students, English learner students, and foster youth.	

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
2.4	**Action:** Parent and Family Engagement **Need:** Based on parent educational partner input and survey data, parents and families continue to show interest in a parent club, volunteer opportunities, and parent classes that help parents know how to support their child's learning at home such as basic technology skills. Continued family engagement opportunities will support a more positive school climate and increase student engagement in school. In our experience, providing family engagement opportunities principally directed to the families of low-income students, English learner students, and foster youth helps to address the circumstances that impact student learning like the ability of non-English speaking families to support their child's learning at home and understanding how to access community resources such as health care and mental health services. **Scope:** Schoolwide	Parent and family engagement will be supported through planned activities such as workshops with guest speakers, family nights, back-to-school night, open house, academic awards ceremonies, technology classes, English classes, and a parent club. There is a continued need to build the capacity of the district to provide high-quality family engagement opportunities. The action will be strengthened by increasing the supplemental materials and supplies budget to ensure parents and families have the resources they need to effectively engage in personal learning and development. Surveys will be administered annually to assess parental participation, engagement, safety, and satisfaction. This action is provided on an LEA-wide basis because research supports that the opportunities for parents and families are positively correlated with increased engagement of their children in school. The Family Engagement Framework, a California Department of Education publication acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." This action is expected to improve engagement and a sense of school connectedness for our educational partners, low-income students, English learner students, and foster youth as reported in the survey data and educational partner feedback.	Student survey results measuring student connectedness to school Parent survey results measuring parent connectedness to school

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
2.5	**Action:** Mental Health Support **Need:** Chronic absenteeism rates for low-income students and English learner students continue at higher rates than desirable, however, are decreasing. Foster youth are a small student group. For this reason, chronic absenteeism rates are not reported. In 2023, the chronic absenteeism rate declined to 33.9% from 53.5% in the previous year. In 2022-23, the suspension rate increased to 4.0% from 3.5% in 2021-22 and is disproportionally higher for low-income students (4.5%). However, the suspension rate for English learners declined from 2021-22 to 2022-23, from 4.7% to 4.2%. In 2022-23, chronic absenteeism declined significantly from 53.5% to 33.9%. A survey of students and parents indicates that continued attention needs to be given to the emotional well-being of students. The insecurities of income stability and the need for a stronger sense of community at school indicate an intentional and immediate response is needed to provide the interventions and support low-income students, English learner students, and foster youth need to re-engage in school. Research demonstrates and our own experience confirms that students who receive social, emotional, mental health, and behavior support achieve better academically. School climate, classroom behavior, engagement in	West Park Elementary School District is committed to ensuring the physical and mental health of low-income students and English learner students by providing a counselor and contracted services with a non-profit, clinic-level mental health agency to provide mental health support for students and families. The counselor will provide SEL lessons, engage students in restorative practices, and meet with students in groups and individually to provide mental health counseling. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services. This action is expected to improve the mental health of low-income students, foster youth, and English learner students as reported in the survey data and educational partner feedback. It is anticipated that with increased mental health support, both chronic absenteeism and suspensions will decrease. This action is provided on an LEA-wide basis because all students benefit from mental health supports, however, the action is principally directed to meet the needs and circumstances of low-income students, English learner students, and foster youth who may experience disproportionally higher rates of childhood trauma and food scarcity that can contribute to or trigger mental health challenges and concerns.	Chronic absenteeism Rate Suspension Rate Surveys of students and parents measuring school safety Surveys of students and parents measuring connectedness to school

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
	learning, and students' sense of connectedness and well-being all improve as well. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience mental health problems during their school years. Examples include stress, anxiety, bullying, family problems, depression, learning disability, and alcohol and substance abuse. Serious mental health problems, such as self-injurious behaviors and suicide, are on the rise, particularly among youth. Unfortunately, many children and youth do not receive the help they need, and disparities in access to care exist among low-income communities. **Scope:** Schoolwide		
3.1	**Action:** Expanded Learning Environments **Need:** Significant achievement gaps exist between overall student performance on statewide and local assessments and that of English learner students. Low-income students are performing significantly lower than their peers in both English language arts and math. Foster youth is a small student group. For this reason, academic performance is not reported publically. The investment in campus expansion and temporary outdoor learning spaces resulted in	To increase student-to-student educational interactions and accelerate and enhance learning opportunities, an expansion of outdoor learning environments is planned. The district will develop additional outdoor learning areas that can be utilized for student instruction of core academic areas through project-based, hands-on learning opportunities. Outdoor spaces conducive to learning will increase their students' depth of knowledge and application. Improvements to outdoor play spaces will provide an inviting and safe place for students to socialize and deepen their connection to school. Improvements to outdoor play spaces/fields will tap into students' interests outside of academics	Local Benchmark Assessment Reading Local Benchmark Assessment Math Chronic Absenteeism Rate Attendance Rate Educational Partner Feedback

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
	a decrease in the chronic absenteeism rate increased significantly during the 2022-23 and an increase in the attendance rate in 2023-24. This data indicates the district is headed in the right direction, but investments in permanent structures are needed to sustain student engagement long term. Our low-income students and foster youth also have the least access to safe play spaces, parks, and places for fitness. Other than school, the nearest playground is miles away. The need to increase student engagement in school through the improvement of expanded learning environments and play spaces that create a welcoming school environment were evidenced through educational partner feedback and survey results. **Scope:** Schoolwide	and may be the reason for some students to prioritize their attendance at school. The expansion of outdoor learning spaces is designed to create stimulating learning environments for low-income students, English learner students, and foster youth who may need hands-on learning opportunities to effectively engage in school. As students become more actively engaged in school, they will also be more likely to attend school regularly thereby further reducing chronic absenteeism. For our low-income students, English learners, and foster youth, investing in outdoor play spaces will work together to increase their engagement in school, encourage regular attendance at school, and reduce the chronic absenteeism rate. This action is provided on an LEA-wide basis because all students benefit from outdoor learning spaces and engaging outdoor play spaces, but are especially important to low-income students, English learner students, and foster youth who may not otherwise have access to safe play spaces such as parks and places for fitness.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Integrated and Designated ELD **Need:** The district's English learner students experienced a significant decline in English language proficiency as measured by the 2023 ELPAC summative assessment of English language acquisition and the 2023 English Learner Progress Indicator (ELPI). According to the 2023 ELPI, 49.6% were making progress in 2022. However, in 2023, only 17.1% made progress toward English language proficiency. Long-term English learners (LTELs) showed slightly higher performance on the 2023 ELPAC summative assessment compared to all English learner students. The district needs expert staff on site to help teachers with the effective implementation of integrated ELD instructional strategies. Staff is also needed to provide designated English language development instruction to all English learners including long-term English learners. The expertise of an English Learner Coordinator is needed to meet the unique needs of LTELs such as the lack of oral and literacy skills needed for academic success. **Scope:**	Designated and integrated English Language Development (ELD) will be provided to all English learner students. It will be taught by appropriately credentialed teachers and supported by qualified bilingual paraprofessionals. The English Learner Coordinator will ensure the development and implementation of an annual English Learner Master Plan. Designated and integrated ELD will be provided daily with designated instruction provided in small-group settings with a certificated teacher and a paraprofessional's support. The Coordinator will provide direct support to teachers and students to ensure high-quality designated ELD is provided daily for all English learner students and integrated ELD strategies are masterfully implemented in all core academic areas. This action will be strengthened by the recruitment of an English Learner Coordinator through local job fares and multiple social media platforms. It will be further strengthened by focusing attention on the differences in instructional needs of long-term English learners (LTELs) versus newcomers or younger students. Professional development to support effective integrated ELD in the core academic areas, especially for English learner students stuck at the intermediate levels of English proficiency, will be a new focus of teacher learning opportunities. Professional development will prioritize academic language including English syntax, grammar, and vocabulary. Writing	ELPI Smarter Balanced ELA Local Assessment Reading (iReady) Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	instruction will also be a focus of English learner students including LTELs. The professional development for upper- and middle-grade teachers is particularly important to help long-term English learners reading below grade level who are struggling with content areas that require literacy. This action includes expenditures on necessary supplementary supplies and technology including hotspots, software programs, and Chromebooks, all focused on meeting the needs of English learner students in Level 1 and Level 2. Designated and integrated ELD taught using evidence-based instructional best practices is intended to support English learners' language acquisition which will lead to increased ELPAC scores for English learner students including LTELs and improved performance of English learner students in all academic areas. Evidence of English learner student growth is anticipated as measured by the listed metrics.	

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.

The district will use concentration grant add-on funds to partially fund Reading and Math Instructional Coaches(Goal 1, Action 8). Although these positions were originally included in the 2023-24 LCAP, the district has been unsuccessful in recruiting qualified staff, leaving these

positions unfilled. We remain committed to increasing the number of specialized staff providing services to students and teachers as requested by educational partners, the district will enhance recruitment efforts and continue to seek to fill these positions in the 2024-25 school year. To account for add-on carryover, the addition of two paraprofessionals will also be funded with concentration grant add-on funds.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,027,803.00	$1,173,351.00	38.753%	24.799%	63.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,622,691.00	$1,239,968.00	$0.00	$1,067,945.00	$6,930,604.00	$5,452,705.00	$1,477,899.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Access to a Broad Course of Study including programs and services for unduplicated pupils and students with exceptional needs	All	No			Specific Schools: WPES		$3,213,050.00	$331,370.00	$2,547,570.00	$331,370.00		$665,480.00	$3,544,420.00	
1	1.2	Professional Development for Teachers and Paraprofessionals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$175,500.00	$40,000.00	$196,750.00			$18,750.00	$215,500.00	0.00
1	1.3	Integrated and Designated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WPES		$101,953.00	$20,000.00	$85,887.00			$36,066.00	$121,953.00	0.00
1	1.4	Supplemental Instructional and Assessment Resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$79,307.00	$53,644.00	$132,951.00				$132,951.00	0.00
1	1.5	Supplemental Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$57,790.00	$120,000.00	$120,000.00			$57,790.00	$177,790.00	0.00
1	1.6	Student Tutorial Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$22,948.00	$267,408.00	$22,948.00	$267,408.00			$290,356.00	0.00
1	1.7	Intersessions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$150,000.00	$20,000.00	$50,000.00	$120,000.00			$170,000.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Reading and Math Instructional Coaches	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$211,617.00	$0.00	$211,617.00				$211,617.00	0.00
1	1.9	Paraprofessional Support for Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$247,007.00	$0.00	$64,505.00	$64,505.00		$117,997.00	$247,007.00	0.00
1	1.10	Technology and Infrastructure to Support Student Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$0.00	$120,000.00	$20,000.00	$100,000.00			$120,000.00	0.00
1	1.11	Support To Students With Disabilities	Students with Disabilities	No			Specific Schools: WPES		$213,370.00	$20,000.00		$126,685.00		$106,685.00	$233,370.00	
1	1.12	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$371,754.00	$0.00	$371,754.00				$371,754.00	0.00
1	1.13	School Instructional Leadership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$82,716.00	$0.00	$82,716.00				$82,716.00	0.00
2	2.1	Students and Parents: Positive Attendance Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$96,014.00	$22,050.00	$118,064.00				$118,064.00	0.00
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$128,908.00	$75,000.00	$168,908.00			$35,000.00	$203,908.00	0.00
2	2.3	Two-Way Communication with Families	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$100,500.00	$24,000.00	$124,500.00				$124,500.00	0.00
2	2.4	Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$0.00	$24,250.00	$24,250.00				$24,250.00	0.00
2	2.5	Mental Health Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$90,013.00	$50,177.00	$110,013.00			$30,177.00	$140,190.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Expanded Learning Environments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPES		$0.00	$250,000.00	$20,000.00	$230,000.00			$250,000.00	0.00
3	3.2	Facility Monitoring	All	No			Specific Schools: WPES		$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.3	Clean and Safe Schools	All	No			Specific Schools: WPES		$110,258.00	$0.00	$110,258.00				$110,258.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,027,803.00	$1,173,351.00	38.753%	24.799%	63.552%	$1,924,863.00	0.000%	63.573 %	**Total:**	$1,924,863.00
								LEA-wide Total:	$0.00
								Limited Total:	$85,887.00
								Schoolwide Total:	$1,838,976.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development for Teachers and Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$196,750.00	0.00
1	1.3	Integrated and Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WPES	$85,887.00	0.00
1	1.4	Supplemental Instructional and Assessment Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$132,951.00	0.00
1	1.5	Supplemental Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$120,000.00	0.00
1	1.6	Student Tutorial Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$22,948.00	0.00
1	1.7	Intersessions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$50,000.00	0.00
1	1.8	Reading and Math Instructional Coaches	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: WPES	$211,617.00	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 (%)
					Low Income			
1	1.9	Paraprofessional Support for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$64,505.00	0.00
1	1.10	Technology and Infrastructure to Support Student Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$20,000.00	0.00
1	1.12	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$371,754.00	0.00
1	1.13	School Instructional Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$82,716.00	0.00
2	2.1	Students and Parents: Positive Attendance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$118,064.00	0.00
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$168,908.00	0.00
2	2.3	Two-Way Communication with Families	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$124,500.00	0.00
2	2.4	Parent and Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$24,250.00	0.00
2	2.5	Mental Health Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$110,013.00	0.00
3	3.1	Expanded Learning Environments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPES	$20,000.00	0.00

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,920,181.00	$5,179,462.57

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**	Access to a Broad Course of Study	No	$3,198,940.00	$2,645,399.58
1	**1.2**	Professional Development for Teachers and Paraprofessionals	Yes	$168,572.00	$215,544.99
1	**1.3**	Integrated and Designated ELD	Yes	$171,502.00	$14,407.07
1	**1.4**	Supplemental Instructional and Assessment Resources	Yes	$95,644.00	$122,298.22
1	**1.5**	Supplemental Supports	Yes	$185,596.00	$165,268.86
1	**1.6**	Student Tutorial Support	Yes	$333,009.00	$288,777.85
1	**1.7**	Intersessions	Yes	$135,000.00	$169,723.75
1	**1.8**	Math and Reading Instructional Specialists	Yes	$391,899.00	$39,645.34
1	**1.9**	Paraprofessional Support for Students	Yes	$295,667.00	$86,126.49
1	**1.10**	Action Deleted	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Technology and Infrastructure to Support Student Learning	Yes	$40,000.00	$74,214.48
1	1.12	Support To Students With Disabilities	No	$191,286.00	$145,472.35
1	1.13	Class Size Reduction	Yes	$551,025.00	$510,836.35
1	1.14	School Instructional Leadership	Yes	$120,000.00	$135,985.92
2	2.1	Students and Parents: Positive Attendance Support	Yes	$93,492.00	$57,533.91
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	$199,769.00	$74,789.65
2	2.3	Two-way Communication with Families	Yes	$96,307.00	$119,486.55
2	2.4	Parent and Family Engagement	Yes	$145,472.00	$55,350.24
2	2.5	Mental Health Support	Yes	$121,120.00	$77,925.45
3	3.1	Expanded Learning Environments	Yes	$250,000.00	$93,677.12
3	3.2	Facility Monitoring	No	$40,000.00	$0.00
3	3.3	Clean and Safe Schools	No	$95,881.00	$86,998.40

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,258,942	$2,848,348.00	$2,001,342.64	$847,005.36	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development for Teachers and Paraprofessionals	Yes	$150,881.00	$155,356.16	0.00%	0.00%
1	1.3	Integrated and Designated ELD	Yes	$137,153.00	$1,565.43	0.00%	0.00%
1	1.4	Supplemental Instructional and Assessment Resources	Yes	$95,644.00	$60,577.27	0.00%	0.00%
1	1.5	Supplemental Supports	Yes	$185,596.00	$165,268.86	0.00%	0.00%
1	1.6	Student Tutorial Support	Yes	$55,500.00	$288,777.85	0.00%	0.00%
1	1.7	Intersessions	Yes	$135,000.00	$120,690.50	0.00%	0.00%
1	1.8	Math and Reading Instructional Specialists	Yes	$391,899.00	$39,645.34	0.00%	0.00%
1	1.9	Paraprofessional Support for Students	Yes	$144,667.00	$32,625.73	0.00%	0.00%
1	1.11	Technology and Infrastructure to Support Student Learning	Yes	$40,000.00	$55,721.32	0.00%	0.00%
1	1.13	Class Size Reduction	Yes	$551,025.00	$510,836.35	0.00%	0.00%
1	1.14	School Instructional Leadership	Yes	$120,000.00	$135,985.92	0.00%	0.00%
2	2.1	Students and Parents: Positive Attendance Support	Yes	$93,492.00	$57,533.91	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	$164,769.00	$53,381.04	0.00%	0.00%
2	2.3	Two-way Communication with Families	Yes	$96,307.00	$116,299.80	0.00%	0.00%
2	2.4	Parent and Family Engagement	Yes	$145,472.00	$55,350.24	0.00%	0.00%
2	2.5	Mental Health Support	Yes	$90,943.00	$77,925.45	0.00%	0.00%
3	3.1	Expanded Learning Environments	Yes	$250,000.00	$73,801.47	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,250,299	$1,258,942	47.64%	86.373%	$2,001,342.64	0.000%	61.574%	$806,041.80	24.799%

Local Control and Accountability Plan Instructions

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

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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

   o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o 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.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

    o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

o 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.

o 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.

o 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.

o 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.

o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

o 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.

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

  o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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