

2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Woodside Elementary School District
CDS Code:	41690880000000
LEA Contact Information:	Name: Steven Frank Position: Superintendent Email: sfrank@woodsideschool.us Phone: (650) 851-1571 Ext. 4005
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	\$9,919,026
LCFF Supplemental & Concentration Grants	\$77,780
All Other State Funds	\$820,540
All Local Funds	\$2,518,316
All federal funds	\$104,073
Total Projected Revenue	\$13,361,955

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	\$13,337,482
Total Budgeted Expenditures in the LCAP	\$6,688,872
Total Budgeted Expenditures for High Needs Students in the LCAP	\$140,499
Expenditures not in the LCAP	\$6,648,610

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$140,499
Actual Expenditures for High Needs Students in LCAP	\$190,067

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	\$62,719
2021-22 Difference in Budgeted and Actual Expenditures	\$49,568

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures for salaries and benefits for classified and administrators, Facilities-related spending is not included in the LCAP, as well as debt service and other transfers. Also, Special Ed. outside service providers are not included in the LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodside Elementary School District

CDS Code: 41690880000000

School Year: 2022-23

LEA contact information:

Steven Frank

Superintendent

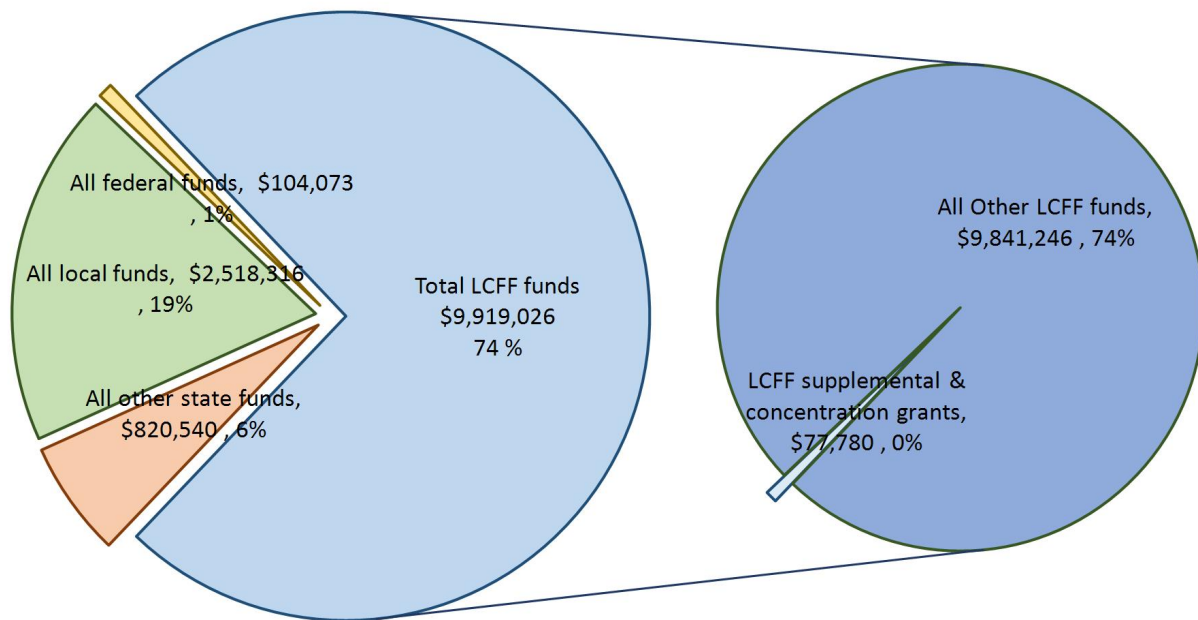
sfrank@woodsideschool.us

(650) 851-1571 Ext. 4005

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



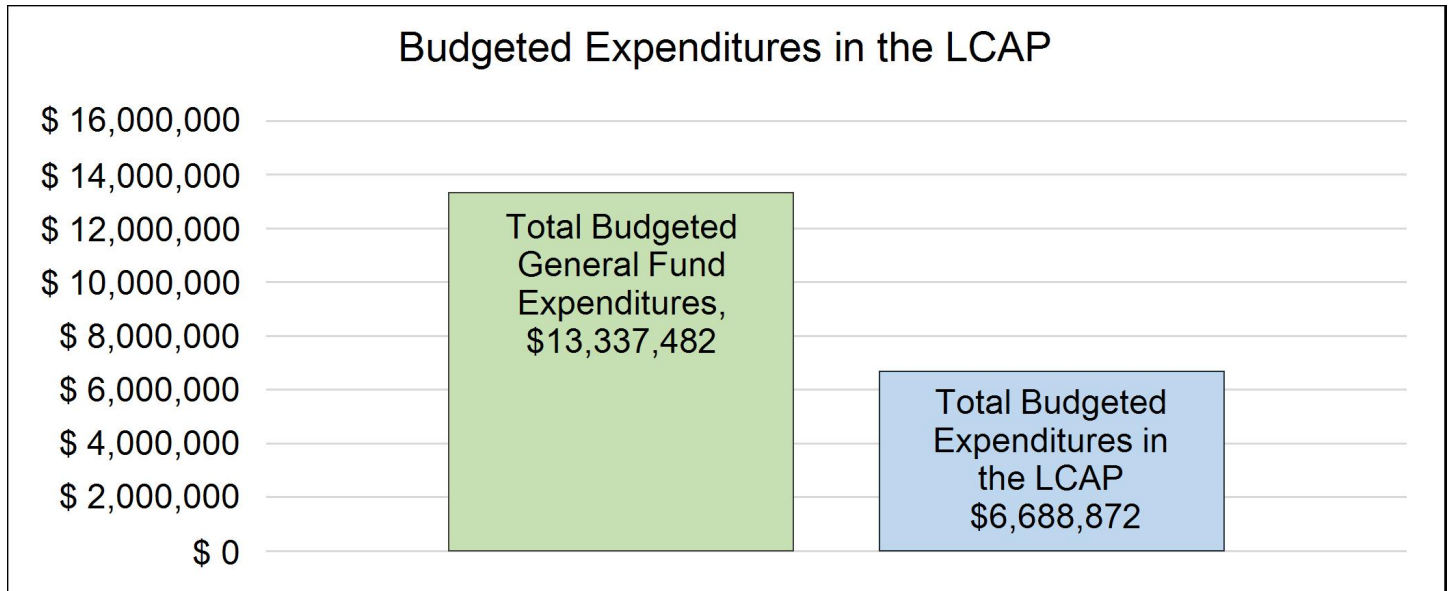
This chart shows the total general purpose revenue Woodside Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodside Elementary School District is \$13,361,955, of which \$9,919,026 is Local Control Funding Formula (LCFF), \$820,540 is other state funds, \$2,518,316 is local funds, and \$104,073 is federal funds. Of the

\$9,919,026 in LCFF Funds, \$77,780 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Woodside Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodside Elementary School District plans to spend \$13,337,482 for the 2022-23 school year. Of that amount, \$6,688,872 is tied to actions/services in the LCAP and \$6,648,610 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

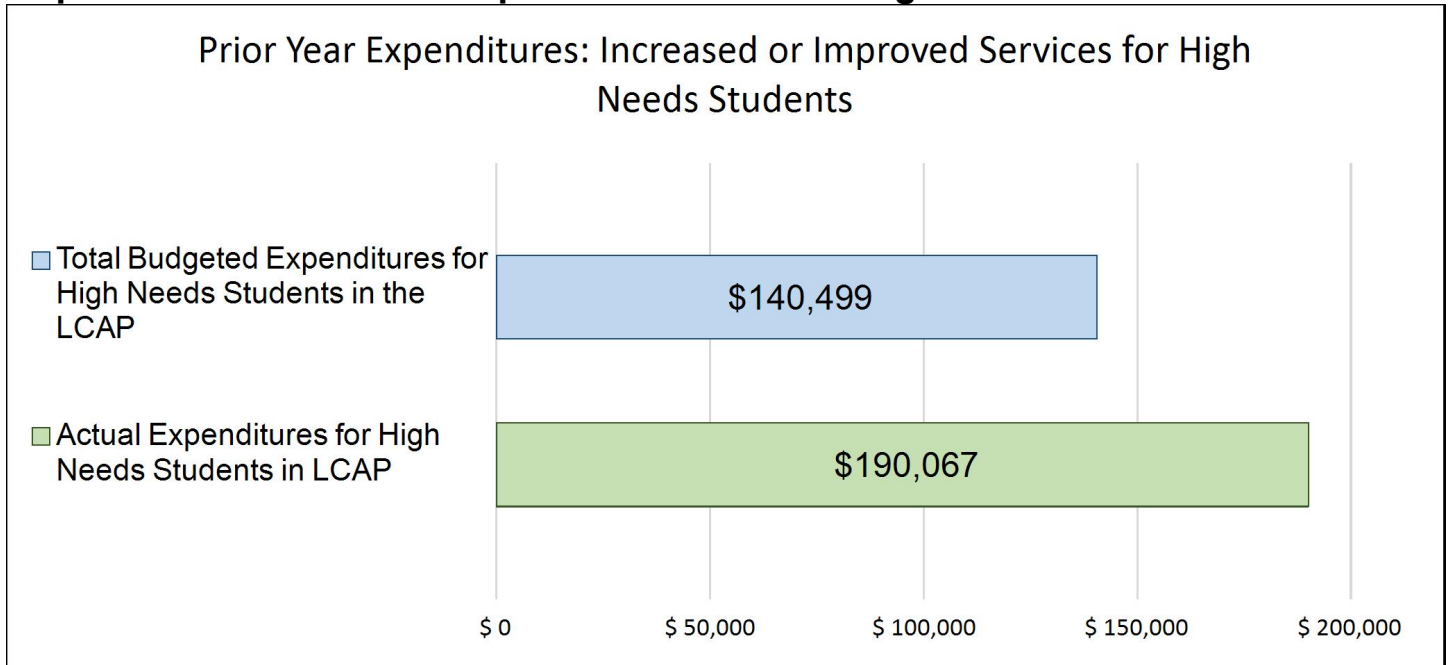
Expenditures for salaries and benefits for classified and administrators,
Facilities-related spending is not included in the LCAP, as well as debt service and other transfers. Also, Special Ed. outside service providers are not included in the LCAP

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

In 2022-23, Woodside Elementary School District is projecting it will receive \$77,780 based on the enrollment of foster youth, English learner, and low-income students. Woodside Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodside Elementary School District plans to spend \$140,499 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Woodside 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 Woodside 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 2021-22, Woodside Elementary School District's LCAP budgeted \$140,499 for planned actions to increase or improve services for high needs students. Woodside Elementary School District actually spent \$190,067 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodside Elementary School District	Steven Frank Superintendent	sfrank@woodsideschool.us 650-851-1571

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

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

Woodside School District did not include Budget Act of 2021 funds in our 2021-22 Local Control and Accountability Plan. At the time of LCAP approval, the ELO Grant Plan, the Educator Effectiveness Plan and ESSER II Expenditure Plan were not yet available for review and approval. We subsequently held several Board meetings, public hearings, and staff and community meetings to review and approve these three Plans. The Safe Return to In-Person Plan was updated and approved in August 2021.

Woodside School has consulted with multiple stakeholders in order to meaningfully assign these funds to the areas of most need to support programs intended to help students access high quality curriculum in and safe and healthy environment. The administration team met with and heard feedback from parents in Board meetings, DELAC meetings, Woodside Inclusion and Diversity Council meetings, School Site Council meetings, and staff meetings to discuss the need for an extended learning program after school. We also gathered written feedback on this area of need from the annual parent survey, the LCAP planning process, and the staff survey.

Across the board, the community expressed interest in the idea of an after school extended learning program to help fill gaps caused by Covid and to address the needs of our learners below grade level. We have not had an extended learning program before, but after launching a summer program to mitigate learning loss and seeing how successful that was, many parents and staff members asked for a similar opportunity during the school year. We will use ESSER funds to staff this program and to purchase instructional materials and curriculum for the program. All members of the community are excited to have a program to address the needs of our students below grade level and to establish an opportunity for educational enrichment and growth outside of the school day.

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

The District does not receive a concentration grant or concentration grant add-on because we do not have greater than 55 percent unduplicated pupil enrollment.

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

Across the board, the community expressed interest in the idea of an after school extended learning program to help fill gaps caused by COVID and to address the needs of our learners below grade level. We have not had an extended learning program before, but after launching a summer program to mitigate learning loss and seeing how successful that was, many parents and staff members asked for a similar opportunity during the school year. We will use ESSER funds to staff this program and to purchase instructional materials and curriculum for the program. All members of the community are excited to have a program to address the needs of our students below grade level and to establish an opportunity for educational enrichment and growth outside of the school day. Aspects of the program include:

- Purchased instructional materials including ALEKS math support licenses for students.
- The supplemental instruction offered after school will include academic supports in the areas of students' needs, including but not restricted to, reading, writing, math, English language development, and social and emotional learning.
- Supplemental support such as nutrition, transportation, and mental health support has been embedded within the instructional plan.
- Hired an additional paraprofessional to provide supplemental instruction and support through the duration of the school year.
- Para-educator training on reading intervention to increase their skill level to support students with learning disabilities, English Language Learners, and students with reading difficulties.
- As a result of the information gathered by parents and teachers as well as other community stakeholders, Woodside identified the need to design a Social-Emotional and Mental Health professional opportunities for staff.

The District has hired 4 certificated and 3 classified staff members from 3:30-5:00 pm two days per week (62 days total) during the 21-22 school year to head an instructional extended learning program afterschool. This program will benefit students who are experiencing learning loss from the prior year or those who are below grade level.

Purchase instructional materials and supplemental curriculum for ELA and Math for students in TK-8 who sign up for the extended learning program offered after school.

Due to the increase in new students in 1st grade and the varied spectrum of learners, an additional support staff member was hired for the 1st

grade classrooms to support the effects of learning loss due to Covid.

The District recently purchased a bus that will be delivered for the 2022-2023 school year to provide transportation for students to attend the Extended Learning Program and participate in extra-curricular activities.

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

The hiring of a general education para educator is helping us to address the learning loss of some of our youngest students, 1st graders, who had an unusual kindergarten year due to COVID-19. By analyzing classroom data in reading and math, we will be able to determine if there is growth made with an additional adult support in the classroom, and if this support is meeting our end goal of further individualizing and targeting learning goals for all students. Monthly progress monitoring conversations take place with the 1st grade team along with the review of report cards and assessments.

Students who have been most impacted by learning loss as a result of the pandemic, as well as those who are identified as being below grade level in ELA and Math have been invited to join the extended learning program. Teachers in the extended learning program will regularly assess students' progress towards grade level in ELA and Math to ensure adequate growth and to assess effectiveness of instruction, using the purchased instructional materials. This will be done through the use of benchmark and formative assessments. Student growth on these assessments will determine the effectiveness of the materials used to address student needs. Transportation is provided to students in need.

Through the use of instructional materials, benchmark assessments, and progress data from classroom teachers, we will be able to gauge how effective the level of staffing for our extended learning program is. Data from assessments regarding student growth will allow us to continually evaluate if more staff support is needed in order to help our students achieve greater gains.

Challenges have included the time necessary to develop all aspects of the Extended Learning Program: identifying student needs, materials, staffing, and transportation. Another challenge will be tracking progress monitoring assessments for each student in reading and math monthly to determine achievements and future areas of support needed.

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

ESSER III funds for the District total \$62,739. Of that amount, \$37,152 was targeted for Strategies for Continuous and Safe In-Person Learning (staffing for the Extended Learning Program and materials), and \$25,587 towards Addressing Lost Instructional Time (hiring an additional para-educator for general education support). To support the Safe Return to In-Person Instruction and Continuity of Services Plan, the District hired an additional custodian to sanitize facilities Monday through Friday. COVID supplies were purchased including staff and student masks, sanitizing dispensers and supplies, and COVID antigen tests for staff and students. The School Nurse has been hired for one additional day per week since the start of the pandemic.

LCAP Goal #1 funds being used to implement the requirements of applicable plans:

Math early intervention \$15,000; ELD teaching materials \$10,000; supplemental materials for remote learning \$20,000; stakeholder surveys \$1,340

LCAP Goal #2 funds being used to implement the requirements of applicable plans:

ELD staff \$126,315; translating, materials, student meals \$13,000; DELAC Committee stipends \$4,183; transportation \$145,000

LCAP Goal #3 funds being used to implement the requirements of applicable plans:

Community Engagement: Strategic Plan development \$50,000; DEI Consultant \$40,000; Communication staff member \$66,645

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering

from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

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

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

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodside Elementary School District	Steven Frank Superintendent	sfrank@woodsideschool.us (650) 851-1571 Ext. 4005

Plan Summary [2022-23]

General Information

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

Woodside Elementary School District (“WESD”) is a small suburban school district serving 375 PreK-8th grade students at one school. WESD has an unduplicated student count exceeding 12%. However, based on the small nature of our school, all students are regularly assessed and offered differentiated instruction and support to meet their individual needs. Because of this our students perform exceptionally well on standardized testing and wellness and climate measures. Our program is robust and the associated high costs per pupil are supported by a local parcel tax and parent donations that exceed 25% of our annual budget.

Woodside School District originally completed a Strategic Planning process in 2011-2012 that included thorough constituent engagement. The strategic goals were updated for 2017-2022, and in the summer of 2021 a Strategic Planning process began for a new 5 year plan for 2022-2027. The 2022-27 Strategic Plan is up for Governing Board approval on June 7, 2022. A Strategic Plan Task Force has worked all year to complete the process of forming new goals and actions. In addition to our Strategic Goals, we have School Site Council goals that complement our strategic goals as well as focus our attention on the needs of our sub groups of students.

Our goals listed either in our strategic plan or this LCAP are intended to serve all Woodside students. Our educational program is built to support academic performance through two main strategies. The first is to provide targeted support for students who may not be accessing the core curriculum successfully and need intervention to close the achievement gap. These programs include substantial support in reading intervention with our Reading Specialist, push in and pull out early intervention in math, a robust Student Study Team system that addresses the needs of any student who requires additional support or challenge, special education services, English Learner services, and counseling and small group social skills with our full time psychologist or school counselor. The second is broad academic rigor and a supportive school climate for all or our students, which includes a robust and fully integrated TK-8th grade Social and Emotional Learning program, small class sizes (TK-8th grade no more than 20 and middle school math no more than 12), differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every class, art, music, and PE for all students TK-8th grade, a fully implemented CCSS academic program and a rigorous world languages program that all 5-8th grade students participate in. The three

goals included in our new three-year plan include enhancing and maintaining our past LCAP goals. We have made progress in each goal area except for the English Language Development goal. Differentiated learning has evolved to include better communication about existing instructional programs that are individualized. Our ELD program has evolved to include a study of long term ELs, a full time ELD teacher, assessments, and other opportunities to support EL students. Our Middle School is now fully implementing design thinking with an integrated project in all three grade levels. Design thinking has grown to include community supported design challenges and the design team structure has changed to include grade span design leads. Lastly, our work with CCSS has included the adoption of NGSS materials for Middle School, the implementation of Readers/Writers Workshop, and Phonics for grades K-2.

Reflections: Successes

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

Based on a review of the most recently updated California School Dashboard information from 2019 and local data, our successes were students' scores in Math and ELA, school climate, and suspension rates. This demonstrates that our students are performing well overall in core curriculum areas, and that we are thriving with measures that allow our students to feel safe and included in our school community. This data was helpful in determining what goal areas and actions we should continue, while prioritizing those based on identified areas of need.

The LEA is most proud of performance on the Strategic Plan and Goals, developed in 2012 and implemented in two (5) year phases. The Strategic Plan has focused on academic improvements and successes in all grades TK-8, and stakeholder input that includes Governing Board, administration, staff, student, parent and community input. The 2022-2027 Strategic Plan will focus on academics, operational excellence, and community connections.

To maintain and build upon these successes, a Strategic Plan Task Force was formed in August 2021 under the direction of a consultant to develop a new Strategic Plan to be implemented over the years 2022-27. Strategic Plan updates are reported regularly at the School Board meetings and committee meetings.

The new Strategic Goals will provide the direction needed to accomplish District goals and successful programs over the next five years.

Reflections: Identified Need

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

Based on a review of the California School Dashboard and local data, our areas of continued identified need are our English Learner program. Particularly only 35.7% of our ELs are identified as making progress towards English Language Proficiency. This low level of

performance indicates a clear need for us to examine our program and services, which led us to the development of goal 2. Another identified area of need was chronic absenteeism. 8% of our students are chronically absent, particularly students with disabilities, hispanic students, and white students were in the orange, and socioeconomically disadvantaged students (which shows an improvement from the prior year) or students of 2 or more races we in the yellow category. We are still below the state average for chronic absenteeism, but there is room for our school to improve its outreach to these families. This led us to develop goal 3, focused on a positive school climate that engages all learners.

LCAP Highlights

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

Our work is prioritized around 3 goals based on past metrics as well as data from the CA Dashboard indicator data. These goals are: 1) WES students will participate in a rigorous, differentiated curriculum and will receive high quality instruction that engages, challenges, and prepares them for future success; 2) Develop an ELD program that addresses the needs of the ELL students and their families; 3) WES will maintain a positive school climate that engages all students in learning and promotes student success. WES will expand staff, student, family, and community involvement and seek feedback on how the district can better achieve its goals. These three goals represent the work that we are prioritizing as a District, and we will be allocating resources towards progress on these goal areas.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

Prior to the finalization of the 2022 LCAP, the drafts were reviewed with key stakeholder groups, including School Site Council, DELAC, and the WTA bargaining unit. The draft was taken to the School Site Council for review on May 9, 2022, with approval pending on June 6, 2022; DELAC Committee reviewed the draft LCAP on April 26th and May 24th, 2022; and the Board of Trustees will review the LCAP draft on May 10, 2022, with tentative approval on June 7, 2022. The District met with the SELPA representative on 03.23.2022 and 04.18.2022 to consult and determine any specific actions that need to be included in the LCAP for individuals with exceptional needs. The District has passed all the monitoring activities so, no added action was added. Thus the District will maintain current effective monitoring and compliance processes. On May 10th the public will join the draft LCAP conversation with Board members. We expect to gain valuable input from each of these meetings with staff members, families, and community members. A parent survey was conducted in April 2022 and the results are important to successful LCAP goals, including areas of improvement and areas of success.

A summary of the feedback provided by specific educational partners.

The Board of Trustees and families provided feedback on the three LCAP goals to ensure alignment with the District's priorities for this year and for coming years as we develop our next strategic plan. The administration recognized that chronic absenteeism is an area that requires further attention, and there is buy-in in terms of collaborating with district leaders to increase parent engagement and student attendance. Additionally, the DELAC committee & School Site Council (which both serve as the parent advisory committee and includes administrators and principals), and the Board of Trustees have been particularly supportive of the ELD program development goal. Parents in DELAC wanted to see an increase in the District's communication in regards to ELPAC testing and results, and an increase in designated staff to support EL students. During the 2021-2022 much progress has been made in the EL program due to the hiring of a full-time EL teacher in August 2021 who has consistently communicated with the Board and parents regarding the EL program. Student achievement and progress is rapidly improving. In January 2022 an Extended Learning Program began with students being given the opportunity to stay after school twice a week to work on academics with individual teachers. This program will continue during the 2022-23 school year. The District involved students' participation during the Student Council meetings regarding the development of the LCAP. Students' input was taken into account and incorporated into the planning for the next 22-23 school year.

On April 26th, the DELAC meeting gathered information from parents regarding the LCAP progress and next steps. All DELAC committee members discussed the need to plan expanding opportunities for all parents of English Learners to attend DELAC meetings and provide translated information about upcoming school-related events. While the school is consistently translating all IEPs, ELD report cards, and parent-teacher conferences, we have yet to translate general education report cards and information from room parents and PTA. These are a few of our next steps based on feedback from our recent LCAP stakeholder group feedback session.

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

All of the input that we received influenced the development of the LCAP, especially helping us to continue work on specific action items in the areas of need. All 3 of our goals (1) rigorous curriculum and instruction, 2) ELD program development, 3) Positive School Climate and Community Engagement) for the LCAP have been influenced by the stakeholder feedback given through DELAC, School Site Council, and the Board of Trustees. Additionally, this input helped us to identify the needs of our school community, and the action steps for moving forward. The Strategic Plan Task Force has met monthly for 90 minutes since September 2022, and the Superintendent has bi-weekly leadership meetings with the Strategic Plan consultants. Strategic Plan update reports are given at every other monthly Board meeting. The 2022-2027 Strategic Plan draft will be presented at the May 10, 2022 Board meeting for discussion, and a final Plan will likely be approved at the June 7, 2022 Board meeting to set the direction for the District for the next 5 years. The Superintendent can then develop the first year implementation plan with the Board and develop Superintendent goals.

Goals and Actions

Goal

Goal #	Description
1	WESD students will participate in a rigorous differentiated curriculum and will receive high quality instruction that engages, challenges, and prepares them for future success. [Priority 1, 2, 3]

An explanation of why the LEA has developed this goal.

WESD chose this goal in alignment with our mission and vision statement and strategic plan. These statements and the plan were developed in partnership with multiple stakeholder groups, including staff, families, the PTA, Woodside School Foundation, and the School Board, making them an accurate reflection of our priorities as a school district. This goal will ensure that all students receive what they need individually to ensure future success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school survey	86.8% of families taking the 2020-2021 School Survey report that they are satisfied or very satisfied with indicators in the academics section.	86.72% of families taking the 2021-2022 School Survey report that they are satisfied or very satisfied with indicators in the academics section.			95% of families taking the survey will report that they are satisfied or very satisfied with indicators in the academics section the annual school survey.
2020-2021 Williams Compliance-Instructional Materials	Currently 100% Williams Compliance with instructional materials during the 2020-2021 school year	100% Williams Compliance with instructional materials during the 2021-2022 school year.			Maintain 100% Williams Compliance with instructional materials
CA Dashboard Self-Implementation Data	In ELA, our students were 100.3 points above standard on the Dashboard indicators	Due to COVID this information was not generated. The most recent Dashboard			Maintain the current points above standard for ELA, and increase Math to become at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for 2019. In Math, our students were 89.2 points above standard on the Dashboard indicators for 2019.	data is from 2019, which reports that in ELA, our students were 100.3 points above standard on the Dashboard indicators for 2019. In Math, our students were 89.2 points above standard on the Dashboard indicators for 2019.			least 100.3 points above standard to demonstrate student proficiency comparably in both subject areas.
2020-2021 Annual school survey (parent, staff, and student)	0 (no data was collected on design thinking in the past 2020-2021 school surveys)	Per the 2021-2022 annual school survey, 96.6% of families report that they are satisfied or very satisfied with the design thinking program.			60% of parents, staff, and students feel that their child/they were able to accept and apply feedback to a design project during the school year, according to design thinking questions on the annual school surveys.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>1. Provide for teachers to attend Teachers College: Readers and Writers Institutes</p> <p>2. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study</p> <p>3. Explore early math intervention on both ends of the performance spectrum in primary grades.</p>	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>4. Provide coaching to classroom teachers in support of the implementation of differentiation, and review the use of coaching time for Differentiation</p> <p>5. Explore best practices and available resources for dually identified English learner/special education students</p> <p>6. Review materials library and time for training and collaboration</p> <p>7. Explore best practice in the use of interest surveys</p>		
1.2	Instructional Practices	<p>1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students.</p> <p>2. All students receive instruction that provides for appropriate challenge</p> <p>3. Self-contained differentiation will take place in all grade-level classrooms for Math and ELA</p> <p>a. Assessment in mathematics by unit for differentiation purposes will be evaluated</p> <p>b. K, 1st and 2nd-grade students will receive opportunities to show mastery and be given challenge options in math.</p> <p>c. Review best practice in the identification of primary grade students for differentiated math and reading instruction on both ends of the mastery spectrum</p> <p>4. Differentiation in Social Studies and Science is made via the use of project-based learning, choice activities, and open-ended problem-solving. Review will be completed annually.</p>	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>5. A SST process is used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support. The SST process will be reviewed to allow proper access for all students.</p> <p>6. 3rd through 8th-grade students explore their individual identified interests through an interest survey. Conduct evaluation of open-ended and interest-driven opportunities.</p>		
1.3	Stakeholder Feedback	<p>1.A TK-8th grade student interest survey given to help guide instructional experiences based on interest in some classes.</p> <p>2.Students given the opportunity to provide input on program processes and structures via student council and student survey.</p> <p>3. Through surveys of students, staff, and parents, measure progress in the use of differentiation strategies, teacher professional development, and student access to the SST process.</p> <p>4.School Site Council will gather all stakeholders' feedback annually regarding the direction of differentiated instruction and access to all levels of instruction.</p> <p>5.Survey results are used to make adjustments to goals.</p> <p>6.Research and development on interest-driven innovation/design activities using student and parent interest surveys.</p>	\$1,340.00	No
1.4	Design Thinking Program	<p>1.Teachers will continue to receive annual professional development in design theory and integration.</p>	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.</p> <p>3. 100% of students in grades TK-5th grade will engage in 2 annual design projects to develop their ability to understand others, analyze challenges, and reflect on their work. This is done through focus lessons targeting the Design Thinking process and one empathy-based Design project each year.</p> <p>4.10% of students in 5th-8th grade will experience the iteration process of accepting feedback and applying feedback to the final projects.</p> <p>5.The district will solicit feedback from families and staff members to revise the middle school design program via the annual school surveys and a student end-of-the-year design survey.</p> <p>6. 100% of graduating students will engage in a robust, yearlong Design project focusing on community engagement, following the entire design process independently, and presenting data findings and final project at the end of the year in front of multiple school groups and stakeholders.</p> <p>7.Continue implementation of design instructional outcomes at all grade levels.</p>		

Goal Analysis [2021-22]

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

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

Substantive differences in actions occurred in regards to our ability to reflect and plan based on Dashboard data, as this data has not been updated by the state since 2019 due to COVID. Because of this, we were not able to track change this year in our students' Math and ELA

performance on the Dashboard, but we do know that our students performed comparably to past years on state and local assessments, and these assessments guided our work in these 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.

The District has piloted the Fountas and Pinell reading assessment and has purchased supplemental core material such as licenses for software programs (e.g. Lexia, Reading A to Z, Fast Forward). The District went over the estimated budget for this action (#2). In regards to professional development (action # 1), the District has faced significant challenges making teachers available for professional development during school days due to the lack of substitutes and COVID-related staff illness. Some teachers have completed some online professional learning which is less costly than in-person learning. However, the District plan is to encourage teachers to participate in the professional development opportunities over the summer for Teacher's College, math intervention, and integrated/designated EL support. Finally, action 4 which applies to the professional development for the design thinking program has also been impacted by COVID. The design project materials and professional development are supported to complete the 8th-grade exit project; however, due to COVID, this project has not taken place this year. Next year the District will use these funds to continue to support this program.

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

The district worked hard over the past year to maintain academic excellence amidst the challenges presented by the continually changing educational landscape as a result of COVID-19. As per the 2021-2022 annual school survey, we were able to maintain families' levels of satisfaction around the academic indicators on the survey. While we did not see an increase in satisfaction this year, we will continue working towards that goal. Given the challenges presented by COVID-19, we are satisfied with our ability to maintain academic satisfaction amongst our stakeholders, and believe that the actions that we put in place to achieve these measures were clearly successful. Robust, teacher-directed professional development helped to inform instructional practices in the classroom, allowing for teachers to continue providing the rigorous and layered educational experience that we pride ourselves on. Use of the SST process allowed for us to appropriately target the diverse needs of all students to ensure that differentiation was employed across subject matters.

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.

There are no planned changes for this goal, the metrics, desired outcomes, or actions for the coming year. We have seen success and progress with our current plan and will stay the course for maintenance and further improvement.

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	Develop an ELD program that addresses the needs of the ELL students and their families. [Priority 1, 3, 4]

An explanation of why the LEA has developed this goal.

It is of the utmost importance to WESD to assure all ELL students have the best possible outcomes and can thrive in their academic and social-emotional growth. ELL students require additional supports and services to have equitable opportunities to succeed in all levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate (Pupil Achievement)	8% reclassification of EL students based on 2019-2020 ELPAC	18% reclassification of EL students during the 2021-2022 school year			100% reclassification of EL students prior to graduating 8th grade at WES
Grade levels with access to ELD instructional technology support	Currently 100% of 5th-8th grade EL students have access to appropriate technology supports during the 2020-2021 school year	100% of 5th-8th grade EL students have access to appropriate technology supports for the 2021-2022 school year.			Expand technology supports for 100% of EL students in 2nd-8th grade
Family participation in DELAC meetings	8.6% of EL population currently participates in DELAC during 2020-2021	20% of EL population currently participates in DELAC during the 2021-2022 school year.			Increase family involvement in DELAC to 20% of the EL population

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All EL students have access to fully-credentialed teachers	100% of teachers are fully credentialed for their subject area during the 2020-2021 school year	100% of teachers are fully credentialed for their subject area during the 2021-2022 school year..			Maintain 100% of teachers being fully credentialed for their subject area
All EL students have access to standards-based curriculum and instructional materials	100% of EL students have access to standards-based curriculum and instructional materials during the 2020-2021 school year	100% of EL students have access to standards-based curriculum and instructional materials during the 2021-2022 school year.			Maintain 100% of EL students having access to standards-based curriculum and instructional materials

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement & Communication	<p>1. Create and Complete a language/communication preference form to understand families' preferred way of communication.</p> <p>2. The District will explore applications to translate information for families that are accessible and efficient.</p> <p>3. Translation will be provided in all parent meetings (SST, IEP, DELAC Committee, etc.) to increase and maintain parent participation and engagement.</p> <p>4. Translation will be provided during parent-teacher conferences.</p> <p>5. Translation of report cards, SST meeting notes, and IEP/Evaluations will be provided as needed based on parents' language preference form.</p> <p>6. Schedule an informational Summative and Initial ELPAC meeting for all families of students who will be taking the tests.</p>	\$37,431.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>7. Have a team meeting for all students that are recommended to be reclassified.</p> <p>8. Teachers will meet with parents to discuss ILP at least twice a year and parents will provide input regarding the team's ILP focus.</p> <p>9. Outreach to parents of EL students including pre-year orientation and parent education events throughout the year.</p>		
2.2	Individual Learning Profiles (ILP)	<p>1. Classroom teacher and EL teacher (Reading Intervention teacher, Resource specialist teacher when applicable) will fill out the ILP out at the end of the year. This will be added to the checklist of things to do by the end of the school year.</p> <p>2. District will look for opportunities for collaboration between all the appropriate staff that support EL students throughout the school year.</p> <p>3. The District will adopt the ILP template created by the DELAC committee last year. It will be shared with parents during parent/teacher conferences each trimester.</p> <p>4. RFEP students' progress will be monitored using the ILP.</p> <p>5. ELD Teacher and Reading Intervention ensure EL students receive intermittent support to instructional goals and be provided regular opportunities to show progress.</p> <p>6. District will present the ILP template during a staff meeting staying the importance to prioritize and address the needs of all English Language Learners.</p> <p>7. EL program feedback will be gathered via student, staff, and parent surveys as well as through program review by DELAC, WIDC, and School Site Council.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	English Language Development Program and Delivery Model	<ol style="list-style-type: none"> 1. District will explore professional development opportunities for staff regarding teaching strategies and practices that support EL learners. 2. EL students will have equitable access to CCSS aligned courses and curriculum, in addition to the supplemental English Language Development curriculum. 3. District will assign a 1.0 FTE ELD Teacher to support all ELL students. 4. EL students will have clear performance goals for meeting/exceeding standards through the ELPAC, report cards, progress reports, benchmark assessments, state assessments, and the Individualized learning profile (ILP). 5. Continue collaboration with the Stanford/Sequoia research group regarding English Learners. 6. Continue monitoring IFEP & RFEP student progress through report cards, progress reports, benchmark assessments, and state assessment data, with support provided by classroom teachers and specialists, as appropriate. 7. ELD Specialist and classroom teachers collaborate about grade-level vocabulary and concrete strategies to support vocabulary development for ELs in the general education classroom. 8. EL program feedback will be gathered via student, staff, and parent surveys as well as through program review by DELAC, WIDC, and School Site Council. 9. ELD Specialists and Special Education staff collaborates to integrate IEP goals and ILP goals for dually-identified students. 	\$241,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>10. Continue to provide designated, and integrated language supports strategically to EL students grades TK through 8th grade.</p> <p>11. Transportation to be provided to all EL and low-income students that attend the District.</p>		

Goal Analysis [2021-22]

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

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

As the school has focused on the Individual Learning Plans for each English Learner, WESD has been more strategic in targeting designated ELD. In the next year, our goal is to update the plans for our RFEP students and be more intentional in monitoring and supporting their progress.

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.

Overall, Woodside is on track with the budgeted costs allocated to this goal. Action #1, #2, and #3 were slightly over the estimated cost, but necessary to support the District's efforts to carry the implementation of the EL goals and program.

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

Woodside is making good progress toward reaching its measurable objectives. WESD hired a 1.0 ELD teacher who works closely with students, staff and families to help reach the academic and community outreach goals in this plan. We expect to see more students reclassifying as RFEP students early in the 2022-2023 school year.

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.

There are no planned changes for this goal, metrics, desired outcomes, or actions for the coming year. We have seen success and progress with our current plan and will stay the course of maintenance and further improvement.

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	WESD will maintain a positive school climate that engages all students in learning and promotes student success. WESD will expand staff, student, families, and community involvement and seek feedback on how the district can better achieve its goals. [Priority 5, 6, 7, 8]

An explanation of why the LEA has developed this goal.

It is of the utmost importance to WESD that we maintain a school environment that is positive and inclusive of all students, so that all students can thrive in their academic and social-emotional growth. The feedback of stakeholders is paramount to this effort and our work to support a cohesive school community, and we seek meaningful feedback from stakeholder groups in order to engage in continuous improvement as a district. This goal will ensure that all students benefit from connections and support with community institutions and members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school survey	Ratings of family inclusion on the School Community section of the annual school survey (90% of 166 respondents expressed inclusion in the community for 2020-2021 annual survey)	90.6% of 53 respondents expressed inclusion in the community for 2021-2022 annual survey.			100% of families responding to the survey express feelings inclusion in the School Community section of the annual school survey
Diversity, Equity, and Inclusion (DEI) survey	Ratings of family inclusion on the DEI survey (2020-2021 DEI survey Respondents report an average of an	In the strategic planning process, it has been established that the DEI survey will be sent out on a bi-yearly basis in			Respondents report an average of an 9/10 when rating family inclusion on the DEI survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7.5/10, from 75 total respondents)	order the provide adequate time for reflection and implementation between survey years. The next DEI survey will be sent out in the 2022-2023 school year.			
Improving chronic absenteeism rates for all TK-8 students	8% of students are currently chronically absent according to the 2019-2020 CA School Dashboard	8.7% of students were chronically absent during the 2020-2021 school year.			<3.1% of students are chronically absent according to the CA School Dashboard
Access to/enrollment in a broad course of study	100% of students have access to and are enrolled in a broad course of study during the 2020-2021 school year	100% of students have access to and are enrolled in a broad course of study during the 2021-2022 school year			Maintain 100% of students having access to/enrollment in a broad course of study

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhance the cohesive TK-8 school environment	<ol style="list-style-type: none"> 1. Implement a well coordinated, coherent program based on teachers and staff members following district-adopted curriculum for all students, including English Learners, Low income and Foster Youth, in order to engage all students and improve chronic absenteeism. 2. Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress. 3. Teachers and staff members continue monitoring full implementation of CCSS in TK-8 classrooms. 	\$6,125,388.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>4. Continue to communicate the Woodside Upper School advantage to the larger educational community to maintain positive trends in continued enrollment from Lower School to Upper School, thus leading to better community inclusion and engagement.</p> <p>5. Maintain social media accounts to celebrate and communicate program successes</p> <p>6. Develop opportunities to engage with and track WESD alumni, leveraging their support for special school and community events</p> <p>7. Parental feedback continues to be considered via SSC/LCAP/DELAC/WIDC committee and survey process</p>		
3.2	Academic Support	<p>1. All students receive CCSS aligned instruction in ELA, Math, and Science</p> <p>2. Upper School ELA teachers will continue to implement Reading Units of Study at all three grade levels.</p> <p>3. Lower School teachers will continue to implement Phonics Units of Study in grades K, 1, and 2.</p> <p>4. Upper School Science teachers will continue to integrate NGSS with adopted materials.</p> <p>5. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.</p> <p>6. Students struggling to perform at grade level, with particular attention paid to Tinsley and EL students, will be supported by the staff review and SST process.</p> <p>7. Social Studies teachers will explore possibilities for a new standards aligned curriculum (TK-4)</p> <p>8. Continue to administer a Dyslexia Screener for K,1, and 2.</p>	\$40,000.00	No
3.3	Family Engagement and Outreach	<p>1. Staff members will continue to hold bi-yearly parent/teacher conferences to engage parents in their child's learning progress.</p>	\$156,645.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>2. Woodside Inclusion and Diversity Council (WIDC) will continue to hold monthly meetings with all stakeholders (families, staff, admin, Board).</p> <p>3. WESD will develop a Strategic Plan task force, made up off all stakeholders, to determine the development of the new Strategic Plan for 2022-2027.</p> <p>4. WESD will continue working with community partners such as Common Ground to provide families access to a robust parent education program.</p> <p>5. Administration and staff members will participate in PTA's yearly meetings to facilitate cohesion amongst school groups.</p> <p>6. District English Language Advisory Committee (DELAC) will continue to hold monthly meetings with all stakeholders (families, staff, admin, Board).</p> <p>7. WESD will continue to implement annual surveys for students, staff, and families.</p> <p>8. WESD will make an effort to translate all District communications to Spanish for our bilingual families, and will explore technology supports to automate translation services for all required languages.</p> <p>9. Provide transportation for Tinsley students to access school programs.</p>		

Goal Analysis [2021-22]

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

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

The only substantive difference in planned actions and actual implementation of this goal was the implementation of the DEI survey. It was decided during the strategic planning process and discussions with our DEI consultant that it would be more meaningful to administer the DEI survey on a bi-yearly basis, rather than annually. This will allow for the District to reflect on data gathered from the survey, plan and adjust the district-wide DEI framework, and implement changes prior to asking for further feedback. The district created a comprehensive framework with DEI SMART goals formulated from the feedback on the 2020-2021 DEI survey and is currently in the implementation phase. Stakeholders will receive the next DEI survey in the 2022-2023 school year.

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

The action #1 resulted in a higher expenditures than expected because the District had to hire a special education teacher for a new SDC class that was created and two other additional temporary teachers and their benefits. There are no additional comments for action #3, budgeted expenditures are aligned with the actual expenditures.

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

The actions outlined in this plan were very effective in making progress towards our overall goal. As a result of our work with WIDC, DELAC, and other school committees that engage a variety of stakeholders, we were able to see an increased level of inclusion reported by families. This is a direct result of actions such as translating school materials, providing access to transportation, and sending out opportunities for families to voice their opinions. Even these small gains bring us closer to our goal for the 2023-2024 school year, and we are pleased to see that our work in this area has been successful, especially given the often divisive and isolating challenges provided during COVID-19. We were also able to successfully maintain students' access to a broad course of study by using standards-aligned curricula, employing fully credentialed teachers, and using stakeholder feedback to explore new programs and professional development opportunities in order to maintain a high quality academic program.

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.

There are no planned changes for this goal, the metrics, desired outcomes, or actions for the coming year. We have seen success and progress with our current plan and will stay the course for maintenance and further improvement.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
77780	0

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
2.65%	0.00%	\$0.00	2.65%

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

Required Descriptions

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

Goal 2, Action 1- Parent Engagement:
 Based on feedback from parents in DELAC meetings, school surveys, MailChimp viewing data, and informal conversations with staff members and parents, we have determined that increased translation services are needed to support English Learner students and families in accessing school information. Increased translation services will help our students and families have greater access to information regarding school events, as well as critical information about their child’s performance. We have also increased the FTE of our ELD teacher, which will allow for greater volumes of increased communication. Increased translation services will increase the feeling of connectedness amongst English Learner families (and EL families that are also low-income). Increased translation services will allow for increased participation in the DELAC committee, so that parents’ feedback, concerns, and thoughts can be addressed. If parents feel like they have greater access to this committee, our participation will increase. Increased translation services was determined to be the most effective use of funds to meet the needs of English Learners and low-income students because of evidence from piloting increased translation. During Fall conferences and early DELAC meetings, we incorporated simultaneous translation, and we saw greatly increased participation, both in the number of parents attending events and the amount of participation within the meetings themselves. We have learned that our parent participation has increased among the English Learners population as we have increased translation services, and therefore we are going to continue with this action and maintain or increase parent participation in the 2022-23 LCAP. An area of growth for the District next year would be to continue working on this goal and particularly focus on translating report cards. Increasing English learners' families to the information

regarding their academic achievement will lead to more meaningful parent participation and engagement. This directly supports goal 2 Development of the ELD program that addresses the need of ELL students and families.

Goal 2, Action 2- Individual Learning Profiles:

WESD piloted an individual learning profile (ILP) as a tool to monitor student achievement and growth for our English language learners. This pilot was rolled out as a result of parents' feedback in DELAC meetings, where they communicated the desire to understand their child's progress and goals. As a District, we decided to increase the ILP piloting project to all EL students this year and will carry this out moving forward after iterating on what we learn this year. The Individual Learning Profile (ILP) will allow for increased progress monitoring of our English language learners. In the past 2 years, we saw a decline in reclassification rates, which led us to notice that we needed to better engage stakeholders in the progress monitoring and goal setting process to ensure that our EL students make adequate growth yearly. The goal of the ILP is to set specific goals for each EL student each trimester, as a way to stay focused on what we want the students to achieve and how we are measuring that achievement. Goals setting takes place during parent-teacher conferences where the parents, ELD teacher, and the classroom teacher have a very intentional conversation about the area of academic focus for each trimester. In the piloting of this process this year for all EL learners, the District aligned ELD supports accordingly based on students' progress towards ILP goals and grade-level standards. This has been very effective and we strive to continue with these actions to support the District's goal 2 Development of the ELD program that addresses the need of ELL students and families. Adding this increased support for our EL students will ensure that the District is meeting the needs of ELLs and making bigger strides toward reclassification. Implementing the ILP was determined to be the most effective use of funds to meet the needs of English language learners because of the evidence from piloting the ILP. The District's data showed growth and increased understanding of students' needs with the students in the ILP pilot, and our staff was better able to address those needs through the articulation that occurred with the use of the ILP. This directly supports goal 2 Development of the ELD program that addresses the need of ELL students and families.

Goal 2, Action 3- English Language Development Program and Delivery Model:

Most of our English language learners have moderate to well-developed listening and speaking skills, but they need support successfully accessing academic language and using it across subjects towards mastery of language use. This has been demonstrated through both ELPAC scores, as well as classroom benchmark assessments and performance data, which indicates EL students struggling with reading and writing. We plan to increase the support in these areas by increasing our ELD teacher position from a 0.6 FTE to a 1.0 FTE. By increasing the ELD teacher position from a 0.6 FTE to a 1.0 FTE, students will receive specialized integrated and designated ELD services which is what they need in order to make academic growth. The ELD teacher has partnered with some teachers and provided professional development by modeling lessons in the classroom. For the next school year, 2022-23 the District will plan professional development opportunities for all staff but will also continue to strategically target professional development opportunities for individual classroom and teachers' needs. The 1.0 ELD teacher has been able to provide push-in services to increase students' abilities to participate in class discussions, develop academic language, and feel more engaged in the learning process. Having greater support has helped students' confidence levels as learners and their feelings of inclusion in the classroom community which based on the District's data has resulted in

greater academic performance. This directly supports goal 2 Development of the ELD program that addresses the need of ELL students and families and the District's commitment to facilitate more equitable outcomes for ELLs. If students are able to spend more time receiving services and working on their goals, we will see increased progress and achievement in their individual areas of need.

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

We are increasing and improving services for English Learners by increasing the ELD FTE from 0.6 to 1.0, allowing for more dedicated time to individualized language supports across grade levels (improving the delivery model), collaborating with teachers about best practices and use of the Individual Learning Profile (ILP), providing professional development to staff members, and increased communication with parents about student achievement. The ELD teacher also leads the DELAC committee and helps foster stronger relationships with EL students and families and to better understand the needs of these families and thus increase engagement and connectedness. The District's efforts have had positive results in terms of increasing parent engagement

We are increasing and improving services for low-income students by providing improved transportation services. All of our low-income students come to us through the Tinsley interdistrict transfer program, and they live outside of district boundaries. This year, we provided a bus for Woodside students that did not need to be shared with another district, allowing students more room to spread out appropriately during COVID, allowing for greater access to school services for our students, and allowing for increased parent engagement and satisfaction. Parents have requested this change to help improve their students' overall experience, and we have received strong feedback about this change and will carry forward with this service next year. By providing transport to our low-income students using our own District bus we are increasing the students' access to afterschool activities, summer programs, and extended day programs which results in higher levels of access and equitable practices to educational and after curriculum, programs as well as elevates their social opportunities which translates into a higher sense of belonging.

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.

This is not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0.0162	N/A
Staff-to-student ratio of certificated staff providing direct services to students	0.1049	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,480,872.00	\$208,000.00			\$6,688,872.00	\$6,255,887.00	\$432,985.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	All	\$30,000.00	\$10,000.00			\$40,000.00
1	1.2	Instructional Practices	All		\$30,000.00			\$30,000.00
1	1.3	Stakeholder Feedback	All	\$1,340.00				\$1,340.00
1	1.4	Design Thinking Program	All	\$7,000.00				\$7,000.00
2	2.1	Parent Engagement & Communication	English Learners	\$37,431.00				\$37,431.00
2	2.2	Individual Learning Profiles (ILP)	English Learners Low Income	\$10,000.00				\$10,000.00
2	2.3	English Language Development Program and Delivery Model	English Learners Low Income	\$93,068.00	\$148,000.00			\$241,068.00
3	3.1	Enhance the cohesive TK-8 school environment	All	\$6,125,388.00				\$6,125,388.00
3	3.2	Academic Support	All	\$20,000.00	\$20,000.00			\$40,000.00
3	3.3	Family Engagement and Outreach	All	\$156,645.00				\$156,645.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2937769	77780	2.65%	0.00%	2.65%	\$140,499.00	0.00%	4.78 %	Total:	\$140,499.00
								LEA-wide Total:	\$140,499.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Parent Engagement & Communication	Yes	LEA-wide	English Learners	All Schools Tk-8	\$37,431.00	
2	2.2	Individual Learning Profiles (ILP)	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
2	2.3	English Language Development Program and Delivery Model	Yes	LEA-wide	English Learners Low Income	All Schools TK-8	\$93,068.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,688,872.00	\$7,211,102.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	\$40,000.00	1750
1	1.2	Instructional Practices	No	\$30,000.00	45775
1	1.3	Stakeholder Feedback	No	\$1,340.00	2640
1	1.4	Design Thinking Program	No	\$7,000.00	1274
2	2.1	Parent Engagement & Communication	Yes	\$37,431.00	41400
2	2.2	Individual Learning Profiles (ILP)	Yes	\$10,000.00	13749
2	2.3	English Language Development Program and Delivery Model	Yes	\$241,068.00	266772
3	3.1	Enhance the cohesive TK-8 school environment	No	\$6,125,388.00	6659542
3	3.2	Academic Support	No	\$40,000.00	6800
3	3.3	Family Engagement and Outreach	No	\$156,645.00	171400

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)

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
74363	\$140,499.00	\$190,066.63	(\$49,567.63)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Parent Engagement & Communication	Yes	\$37,431.00	41400		
2	2.2	Individual Learning Profiles (ILP)	Yes	\$10,000.00	13749		
2	2.3	English Language Development Program and Delivery Model	Yes	\$93,068.00	134917.63		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,896,298	74363	0%	2.57%	\$190,066.63	0.00%	6.56%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

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