LCFF Budget Overview for Parents

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

CDS Code: 41690880000000

School Year: 2024-25

LEA contact information:
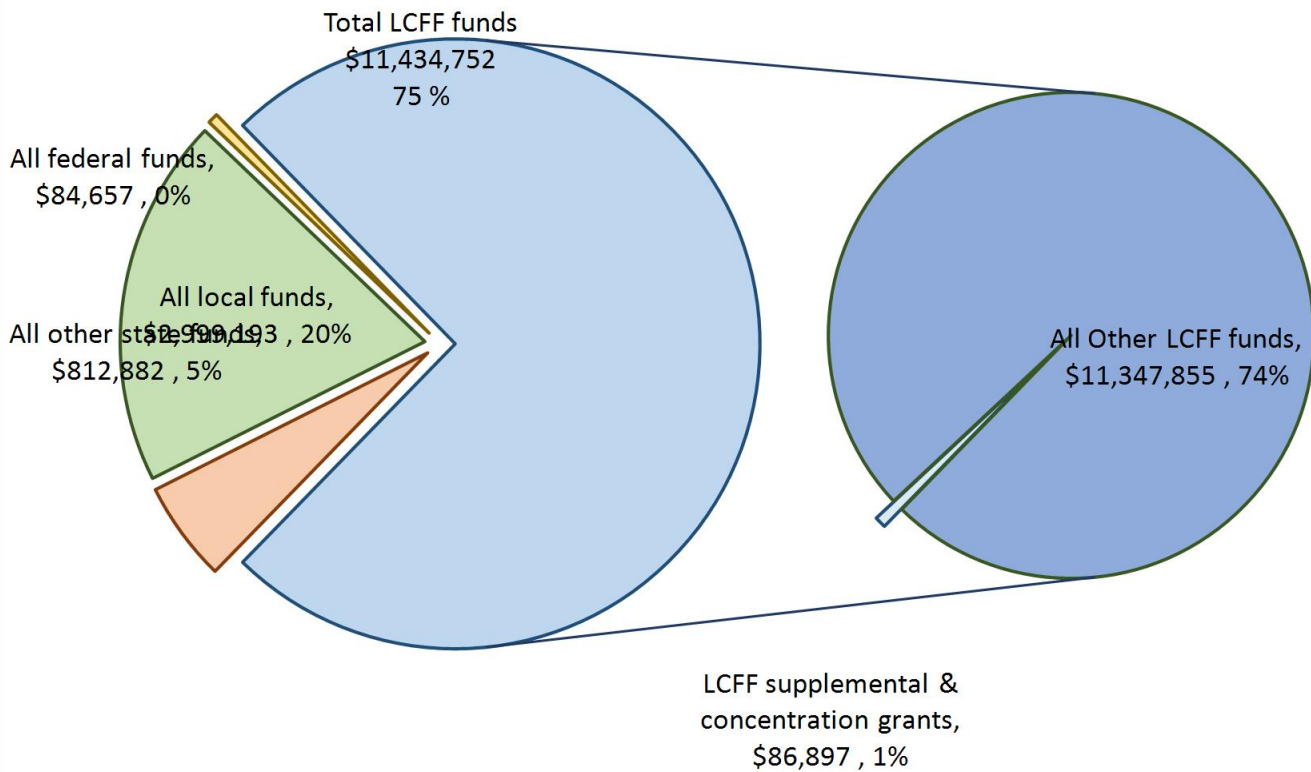
Steven Frank

Superintendent

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(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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $11,434,752 75 %

All federal funds, $84,657 , 0%

All local funds, $2,999,193 , 20%

All other state funds, $812,882 , 5%

All Other LCFF funds, $11,347,855 , 74%

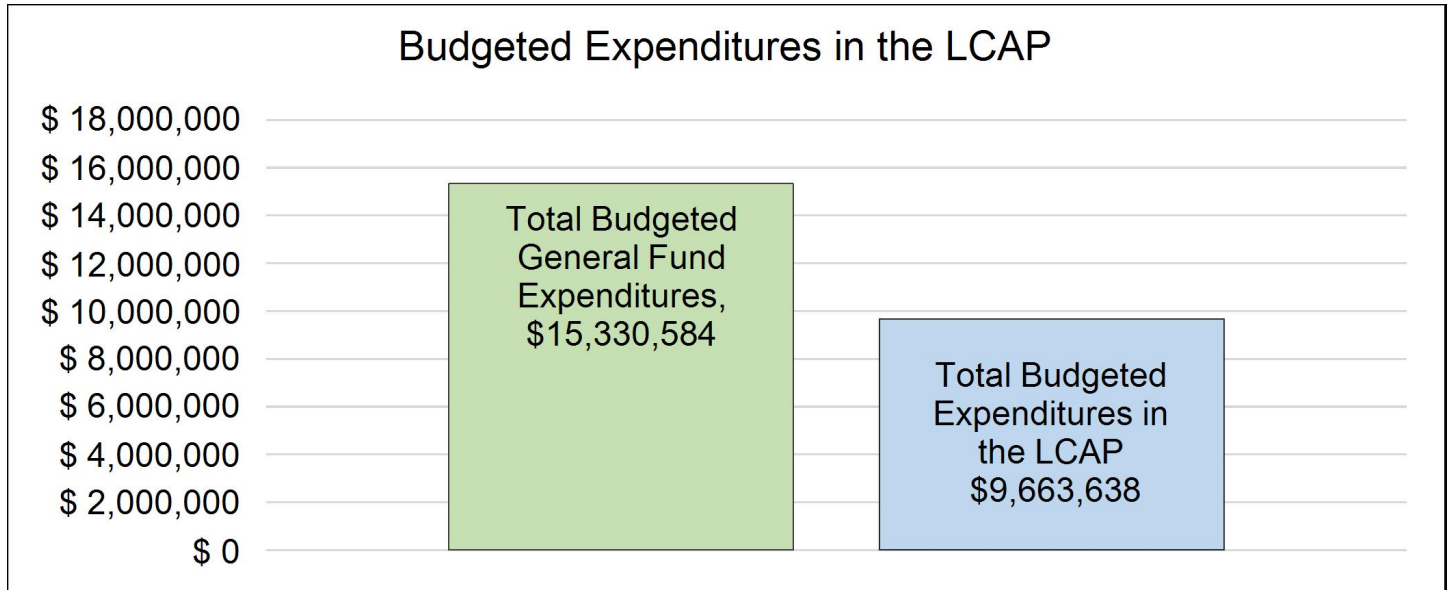LCFF supplemental & concentration grants, $86,897 , 1%

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 $15,331,484, of which $11434752 is Local Control Funding Formula (LCFF), $812882 is other state funds, $2999193 is local funds, and $84657 is federal funds. Of the $11434752 in LCFF Funds, $86897 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 18,000,000	
$ 16,000,000	
$ 14,000,000	Total Budgeted General Fund Expenditures, $15,330,584
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	Total Budgeted Expenditures in the LCAP $9,663,638
$ 6,000,000	
$ 4,000,000	
$ 2,000,000	
$ 0	

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

The text description of the above chart is as follows: Woodside Elementary School District plans to spend $15330584 for the 2024-25 school year. Of that amount, $9663638 is tied to actions/services in the LCAP and $5,666,946 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
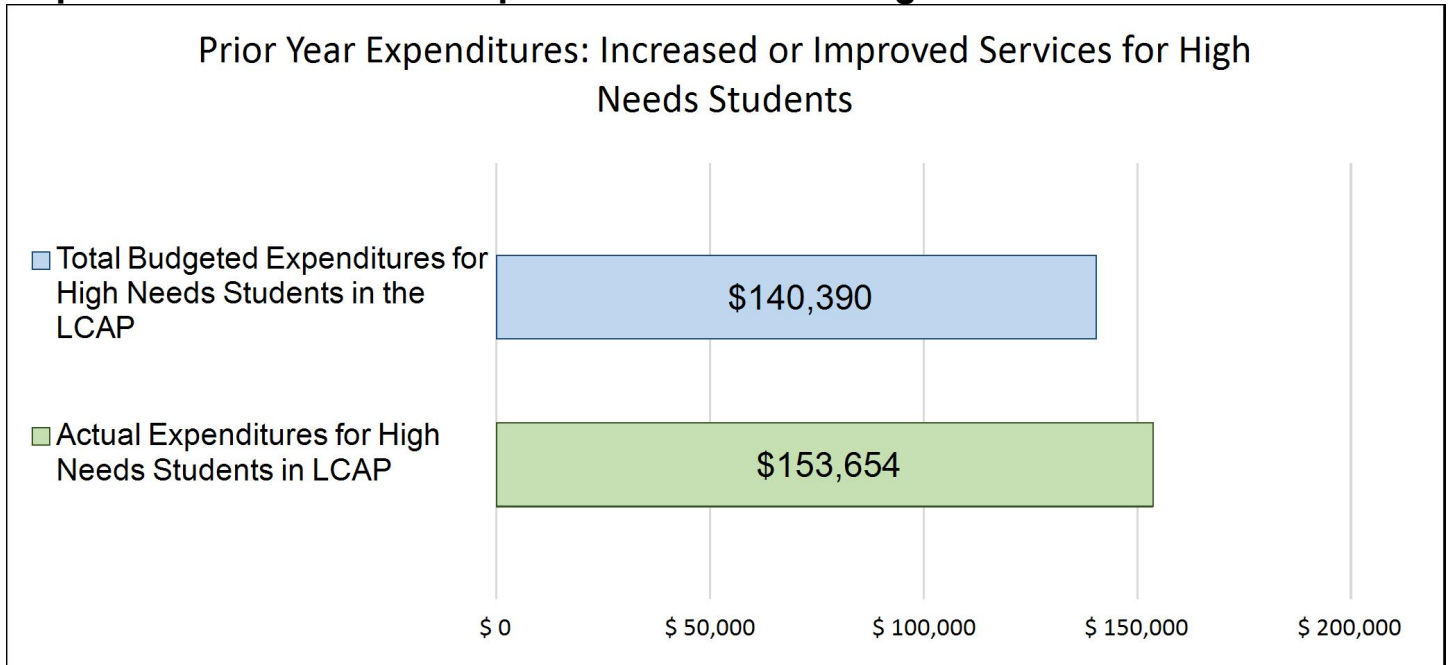
Expenditures for salaries and benefits for classified and administrators,
Facilities-related spending, debt service, and other transfers are not included in the LCAP. Also, Special Ed. outside service
providers are not included in the LCAP

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

In 2024-25, Woodside Elementary School District is projecting it will receive $86897 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 $177820 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP $140,390

☐ Actual Expenditures for High Needs Students in LCAP $153,654

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000

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 2023-24, Woodside Elementary School District's LCAP budgeted $140390 for planned actions to increase or improve services for high needs students. Woodside Elementary School District actually spent $153654 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

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

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]

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.	84.7% of families taking the 2022-2023 School Survey report that they are satisfied or very satisfied with indicators in the academics section.	The 2023-2024 annual school survey will be administered in Spring of 2024.	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.	100% Williams Compliance with instructional materials during the 2022-2023 school year.	100% Williams Compliance with instructional materials during the 2023-2024 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 for 2019. In Math, our students were 89.2 points above standard on the Dashboard indicators for 2019.	Due to COVID this information was not generated. The most recent Dashboard 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	In ELA, our students were 77.7 points above standard on the Dashboard indicators for 2022. In Math, our students were 59.8 points above standard on the Dashboard indicators for 2022.	In ELA, our students were 77.6 points above standard on the Dashboard indicators for 2023. In Math, our students were 69.3 points above standard on the Dashboard indicators for 2023.	Maintain the current points above standard for ELA and increase Math to become at least 100.3 points above standard to demonstrate student proficiency comparably in both subject areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students were 89.2 points above standard on the Dashboard indicators for 2019.			
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.	55% of families taking the 2022-2023 School Survey report that their child benefits from the Design Thinking program.	The 2023-2024 annual school survey will be administered in Spring of 2024.	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 the design thinking questions on the annual school survey.

Goal Analysis

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

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

The district has continued its support of professional learning for Readers and Writer's Workshop and sent 7 staff members to their training on the new Units of Study for grades K-2. These units have been rewritten with a new emphasis on the Science of Reading and the importance of explicit and systematic instruction in phonics, phonological and phonemic awareness. Additionally, the district has invested in a robust collection of decodable readers for K-2 classrooms and attended a training on assessing students for their levels and how to run small group instruction using these Jump Rope readers. The district has also contracted with CORE Learning and have had three sessions on phonics and phonological awareness, creating a cohesive learning experience for all teachers in grades TK-4. The district has also established a "phonics committee" which is in the process of piloting and adopting a new systematic phonics and word work curriculum.

The district has also been at the forefront of administering and responding to dyslexia screeners and ensuring that our reading specialist and special education teachers are equipped with the skills and resources to administer support systems as both Tier 2 and Tier 3 interventions with students. This includes sending a teacher to the International Dyslexia Conference and the ISME Morphology Plus conference to support upper school students with reading support. Additionally, the district's EL teacher attended the Windward Institute Reading Comprehension Conference and the CABE Bilingual education conference to support our multilingual learners.

The district has continued to improve its Student Success Team (SST) process, including a new format that provides a more systematic way of reporting outcomes and evaluating effectiveness of interventions and supports.

Our district's middle school math program continues to offer ability-based grouping where students have the option to accelerate based on chosen level of challenge and achievement. Additionally, across all middle school math classes, teachers offer challenge set problems that students in these ability-based groups are offered opportunities to learn and apply math more deeply and authentically.

Middle School students are now provided with an elective wheel in addition to an existing robust elective program that provides students more opportunity and choice. The district is currently planning for student focus groups in grades 6-8 to give input on the new Design thinking wheel electives. Project-based learning continues across grade levels in Science and Social Studies, leading to student choice in topic and expression of understanding. Students in all three middle school grades experience 100% implementation of integrated instructional experiences that draw on design thinking protocol through the new design thinking wheel electives. Projects focus on student choice and designing for others with an emphasis on empathy for the end user. Students in grades 4 and 5 have fully implemented a grade level design project; projects for grades TK-3 are currently being planned for and will be executed by the end of the school year. Yearlong 8th grade design project has been redesigned to fit into one trimester, in a more targeted and focused design elective class. 100% of graduating students complete this project.

The School Site Council administered its 2023-2024 annual school survey, which will gather input on differentiation and other topics. The School Board and administration reviewed results in the Spring to inform future planning and programs. Feedback from the strategic plan process and community surveys regarding tapping into community knowledge and utilizing that in the classroom. As a result, Life Skills classes were created in grade 6-8, where community members were invited to present. Additionally, we are exploring the use of CHKS for Spring of 2024 to gather information around students' experiences.

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.

For our actions around Professional Development, WESD had planned for a smaller contingency of attendees to Readers and Writer's Workshop trainings based on prior years' attendance, however we had a larger interest in attending these PDs this year based on the updates to the workshop curriculum based on the Science of Reading. This accounted for the increased spending in this area. In the area of Instructional Practices, our expenditures increased significantly due to investment in phonics-based early literacy instructional resources. This includes decodable readers and training around these materials. Changes around expenditures related to Stakeholder Feedback were accounted for by an increase in staff stipends for participation in the School Site Council, where the annual survey is created, distributed, and analyzed. Finally, we spent less than planned for design thinking as there were no new expenses this year. The District will seek to expand our Design Thinking program in coming years.

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

Professional Development in Readers and Writer's Workshop was particularly beneficial as their program and training pivoted toward a greater emphasis on the Science of Reading, including more attention to phonics in the primary and intermediate grades. This led to a deeper dive into the science of reading with CORE learning and the decision to explore and implement a more systematic and explicit phonics program in grades TK-3 for the 24-25 school year. Students were also provided with differentiated instruction in phonics based on ongoing phonics assessments and the implementation of the Jump Rope Decodable Reader's Program. While the LCAP actions were originally designed to differentiate based on Fountas and Pinnell Benchmark Reading Assessments, recent professional development suggested that we needed to identify students' mastery and automaticity on expected grade-level phonics skills and provide targeted, small-group instruction based on these data. While the initial focus on reading comprehension was not necessarily ineffective, it missed a crucial component of reading that is now addressed and will continue to be emphasized in future goals.

The addition of benchmark assessments and data team analyses led to more differentiation across all grade levels, particularly in mathematics. This led to an increase in CAASPP math scores from 21-22 to 22-23. While the original LCAP actions did not focus specifically on the use of benchmark assessments to drive differentiation, the addition of the CAASPP Interim Assessments and Math Annex's Mini Mira have led to more informed and effective student groupings based on these data.

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.

WESD will not be continuing this goal or these metrics as currently designed. In 2024-2025, WESD will be implementing 3 new LCAP goals that reflect alignment with our newly implemented strategic plan; this change is not due to any ineffectiveness of current goals and actions. We will continue to focus on improvement of curriculum and instruction within these goals, particularly in our new goal focusing on academic offerings.

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]

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	31% reclassification of EL students during the 2022-2023 school year.	31.6% reclassification of EL students during the 2023-2024 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.	100% of 5th-8th grade EL students have access to appropriate technology supports for the 2022-2023 school year.	100% of 2nd-8th grade EL students have access to appropriate technology supports for the 2022-2023 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.	20% of EL population currently participates in DELAC during the 2022-2023 school year.	15% of EL population currently participates in DELAC during the 2022-2023 school year.	Maintain family involvement in DELAC at 20% of the EL population
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.	100% of teachers are fully credentialed for their subject area during the 2022-2023 school year.	100% of teachers are fully credentialed for their subject area during the 2023-2024 school year.	Maintain 100% of teachers being fully credentialed for their subject area

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	100% of EL students have access to standards-based curriculum and instructional materials during the 2022-2023 school year.	100% of EL students have access to standards-based curriculum and instructional materials during the 2023-2024 school year.	Maintain 100% of EL students having access to standards-based curriculum and instructional materials

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In Woodside Elementary School District's goal to support English language learners and their families, we have been working to increase the accessibility of information and resources between families and the District. We have made major strides in making translation and interpretation services available for all families for meetings and documents. All District communications are translated as well. An area in progress is the translation of report cards. Another area of strength from our actions is the way in which our ELD team holds summative and initial ELPAC meetings with all families, as well as team meetings to discuss all students who are RFEP'd for progress monitoring. Additionally, orientation for parents of new EL students is held yearly.

In order to involve the community in the progress and success of our goal, WESD gathers feedback at least once a year through a formal meeting with DELAC and SSC. Additionally, we survey parents of EL students on the annual school survey. We also have many informal conversations and the administration makes themselves available to gather information about the EL program and supports. On the staff level, our ELD teacher is currently providing PD to staff members on DELAC approximately 3 times per year and is exploring next steps to take the PD to the larger staff. Additional efforts to engage EL and low income students in after school activities and other events have been made. The District has an assigned staff member after school to arrange transportation for these activities. Participation rates for this group of students have increased compared to previous years because of this.

All EL students have equitable access to CCSS aligned courses and curriculum, in addition to the supplemental English Language Development curriculum (Language Power). This newly adopted ELD curriculum, Language Power, is aligned with grade level units and standards and the ELD teacher collaborates with classroom teachers, frontloading academic vocabulary in order to enhance classroom access in discussions and content knowledge.
In collaboration with the Stanford/Sequoia research group regarding English Learners, WESD has also updated the reclassification criteria for ELs as of mid 2022-2023 and this updated criteria has been in full implementation for a year now. District partners, board members, and

teachers were notified of the changes and they continue to support the District's efforts to make the equitable outcomes of EL students a priority. This updated criteria, along with a newly generated document called the "Roadmap towards Reclassification" are the basis for which progress monitoring of EL students takes place. ELD Specialists and Special Education staff collaborate to integrate IEP goals and ELD goals for dually-identified students.

In terms of substantive differences from our original goals, WESD has reduced the ELD position from 1.0 to 0.6 because of a reduced number of EL students in order to align with District needs for EL learner support. Additionally, progress with the ILP has stalled, so teachers are not holding ILP meetings but are discussing student progress regularly with parents and at biyearly parent/teacher conference meetings. WESD has adopted the ILP template created by DELAC and ILPs were implemented in the 2022-2023 school year. This year, given that the ELD teacher position is reduced from 1.0 to 0.6, it has been challenging to maintain the level of collaboration with teachers and families around ILP goals and implementation. This will continue to be a goal for the district for next 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.

Differences between budgeted and actual expenditures in the area of Parent Engagement and Communication were due to an increased need for translation and interpretation services. In the actions related to Individual Learning Profiles (ILPs), the increase in expenditures were accounted for by increased stipends for staff positions on the District English Learner Advisory Committee (DELAC). Finally, in the area of English Language Development Program and Delivery Model, there was a significant investment in instructional resources to support designated ELD instruction in grades K-8. This includes adoption of Language Power and training around use of these materials.

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

Many of our actions proved to be highly effective in making progress towards our goal around meeting the needs of English Language Learners and their families. As a result of our collaboration between classroom teachers and the ELD teacher, as well as through. our work with the Stanford-Sequoia collaborative in which we revised our pathways to reclassification to align with the other feeder districts to Sequoia Union High School District, we made marked improvements in our reclassification rate and are now seeing rates over 30% per year, as opposed to 10% per year when this LCAP started. Additionally, we are proud of the work that we have done around increasing communication with the parent community. Actions that were particularly successful were the expansion of our translation and interpretation offerings to families of English Learners and the scheduling of summative and initial ELPAC meetings for all families, in which they have a chance to better understand their child's progress and path towards reclassification. Our efforts in this area have led to greater family participation in DELAC meetings, where we have been able to reach 20% of all families with English Learners participating. We were also

able to effectively maintain students' access to credentialed teachers, instructional materials, and technology tools through continuous monitoring of student progress and significant collaboration between ELD, general education, and special education staff. An action that did not prove effective due to lack of bandwidth to complete full implementation was the use of Individualized Learning Profiles for every English Learner. This is something we seek to implement more fully in the next school year in order to affect greater change around reclassification rates.

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.

WESD will not be continuing this goal or these metrics as currently designed. In 2024-2025, WESD will be implementing 3 new LCAP goals that reflect alignment with our newly implemented strategic plan; this change is not due to any ineffectiveness of current goals and actions. We will continue to focus on the needs of English Learners within these goals, particularly in our new goals focusing on academic offerings and community connections.

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]

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.	84.94% of 93 respondents expressed inclusion in the community for 2022-2023 annual survey.	94% of 84 respondents expressed inclusion in the community for 2023-2024 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 7.5/10, from 75 total respondents)	In the strategic planning process, it has been established that the DEI survey will be sent out on a bi-yearly basis in order the provide adequate time for reflection and implementation between survey years. The next DEI survey will be sent out in the	83.3% of 42 respondents expressed agreement that they feel included in the school community on the 2022-2023 DEI survey.	91.4% of 82 respondents expressed agreement that they feel included in the school community on the 2023-2024 DEI survey.	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
		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.	17.4% of students were chronically absent during the 2021-2022 school year.	17.2% of students were chronically absent during the 2022-2023 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	100% of students have access to and are enrolled in a broad course of study during the 2022-2023 school year	100% of students have access to and are enrolled in a broad course of study during the 2023-2024 school year	Maintain 100% of students havijng access to/enrollment in a broad course of study

Goal Analysis

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

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

One of our most defined focuses this year within this goal have been our efforts to improve chronic absenteeism given our high absenteeism rating of 17.2% the California State Dashboard. In response to this, WESD has developed a clear attendance matrix with thresholds for both chronic absenteeism and truancy that trigger a system of letters being sent home. This is new this year. Additionally, the matrix outlines the point at which principals may be involved, SSTs may be held, and a SARB meeting may be called. Additionally, the District has partnered with Schoolytics to build a data dashboard, which will assist in nuanced monitoring of attendance data and allow us to gain real-time insight into our chronic absenteeism and truancy performance.

WESD purchased a bus in 2021 and this has helped significantly with supporting transportation needs of students in partner communities. Additionally, WESD contracts with Hop, Skip, Drive to provide transportation for after school sports or enrichment activities so that all students can feel included and have a chance to participate.

The new strategic plan was designed and implemented in 2022. We are currently in year 2 of implementation, which helps to guide our academic decisions and programs. At an instructional level, monthly grade-level articulation meetings to increase coherence across classrooms. CCSS continues to be fully implemented at all grade levels. In addition to Reader's Units of Study and Phonics Units of Study, WESD is piloting 2 new foundational literacy programs for grades K-2. One program will be chosen to green light for full implementation

across these grade levels next year. NGSS continues to be fully integrated in grades 5-8, with full implementation of STEMscopes curriculum at these grade levels. In the area of SEL, Advisory is provided for all 6th-8th graders, with an additional SEL class added this year for the purpose of rounding out the program and responding to issues that students face both proactively and reactively. For the purposes of intervention, a dyslexia screener continues to be implemented in K-2, in addition to a schoolwide screener (ROAR) in partnership with Stanford University, and our SST processes have been updated and reviewed to include measurables for each meeting.

WESD continues to market the Woodside School advantage in many different ways, in order to help the community understand the value of our education. Fall and Spring parent/teacher conferences continue so that parents gain insight into their students' progress and have opportunity to connect with teachers. Teachers also regularly collaborate with service providers beforehand to provide comprehensive progress input. In building a more cohesive schoolwide community, the transition from Lower School to Upper School has been highlighted in many ways, including a "Meet the Upper School" event for parents and students, shadow days for 4th and 5th grade students, and an upcoming "Welcome to Upper School" event for all current 4th graders and their families. The District has maintained an Instagram presence to highlight special events and projects in the classrooms, and we are working closely with the Foundation and PTA to develop an alumni communication network.

We value the input of all members of our community, and parents continue to play an active role on SSC/DELAC/WIDC. These venues are effective for us to gather information on the LCAP and other important school processes and functions. WIDC is now run by the PTA and they hold informal events to gather people together and build community. The staff's work has transitioned to the Whole Child Committee, which focuses on behavior, DEI, and SEL. This committee meets with the WIDC lead to gather and share feedback for open lines of communication and collaboration between staff and the school community. One highlight is partnering with WIDC on our monthly DEI calendar to ensure that all stakeholders have opportunities to participate in activities related to the theme of the month. Administration and staff members participate in PTA's yearly meetings, and the PTA is actively seeking new parent education partnerships, especially in the areas of technology and digital citizenship.

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.

Differences in budgeted and actual expenditures around our actions in the area of Enhancing the Cohesive TK-8 School Environment are demonstrated through an increase in salaries and personnel over the past year, with the addition of FTEs. In the area of Academic Support, reduced expenditures were accounted for by the fact that WESD previously adopted curricula for a multitude of areas covered in our plan, and this year we entered a maintenance phase with little further investment required beyond consumables and updated materials for students. In the actions related to Family Engagement and Outreach, WESD contracted with Living Strategy to continue with implementation of our updated strategic plan, which accounts for the increase in expenditures from what was originally budgeted.

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

Over the life of this LCAP, we have worked hard as a District to continue to maintain a positive and inclusive school environment. Much of our work in the last 2 years has been aimed at improving chronic absenteeism rates post-Covid. The SST process has proven to be an effective tool for addressing issues around absenteeism, and we will continue to use this vehicle for positive collaboration around student success. Additionally, providing increased access to transportation has been a success, as the District purchased a bus and was able to expand offerings for students in partner communities, increasing feelings of inclusion in the school community, which helps to translate to lower chronic absenteeism rates. While we have had some success in this area, there is still work to be done to lower absenteeism rates, and WESD is exploring new ways to address the issue, such as with the implementation of absenteeism and truancy letters this year. Implementation of our annual schools survey and DEI surveys have provided us with useful information about what is working well, and actions such as utilizing social media, promoting the Upper School advantage, and developing opportunities to interface with alumni have come from these opportunities for families to share out. We have also seen great continued effectiveness in terms of students receiving access to CCSS aligned instruction, NGSS, and a robust SEL program, which has allowed us to continue to ensure that 100% of students have access to a broad course of study. An action that has not proved to be effective was the use of community partnerships such as Common Ground, as this has not been offered in recent years and we are in need of a more robust parent education program, which is something that we will seek to explore in partnership with PTA for the next 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.

WESD will not be continuing this goal or these metrics as currently designed. In 2024-2025, WESD will be implementing 3 new LCAP goals that reflect alignment with our newly implemented strategic plan; this change is not due to any ineffectiveness of current goals and actions. We will continue to focus on positive school climate within these goals, particularly in our new goal focusing on community connections.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Woodside Elementary School District ("WESD") is a small suburban school district serving 364 TK-8th grade students at one school. WESD is a single-school PreK-8 district with 39 certificated teachers, 4 administrators and 34 additional classified employees. WESD has an unduplicated student count of 10.7%. 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 20% of our annual budget.

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, a robust Student Study Team system that addresses the needs of any student who requires additional support or challenge, special education services, English Learner instruction, and counseling and small group social skills with our full time school counselor. The second strategy 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, differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every grade, 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 LCAP plan include expanding our current whole child program to include a deepened emphasis on citizenship while engaging families in supporting SEL education, auditing and improving our current academic offerings for the benefit of all students, and continuing to work with community partners to create a school community where every child, family, and staff member feels safe, supported, and valued.

According the the 2023 CA State Dashboard, WESD's student population demographics were as follows:

Student Groups:
English Learners- 7.5%
Socioeconomically Disadvantaged- 10%
Students with Disabilities- 18.9%
Homeless- 0%
Foster Youth- 0%

Race/Ethnicity:
African American- 1.3%
Asian- 5.4%
Hispanic- 18.6%
Two or More Races- 12.1%
Pacific Islander- 0.3%
White- 62%

Our new LCAP is largely guided by and aligned with our updated strategic plan which was adopted for the start of the 2022-2023 school year. During the 2021-2022 school year, an 18 member committee met over the course of a year to develop the plan along with our partners at Living Strategy. This strategic plan will serve as the framework and guiding document for our goals over the next 5 years, through 2027. In order to ensure continuity and fidelity to these goals, our new LCAP will focus on the first 3 of our 4 strategic plan goals. These goals are as follows:

Strategic Plan Goal #1: Whole Child Development- WESD will expand current programs to include focus on community citizenship and personal responsibility to nurture the whole child and develop students with accountability for their actions who work in partnership to support each other and make our community the best it can be.
Strategic Plan Goal #2: Academics and Student Offerings- WESD will advance our innovative, dynamic approach to individualized student learning, collaborative teaching, and inclusive community building to elevate curriculum, enhance offerings, and incorporate cutting-edge research-based practices.
Strategic Plan Goal #3: Community Connections- WESD will continue to strengthen connections and engage everyone in the school community, including students, teachers, staff, families, alumni, and local partners to ensure a sense of connectedness, inclusion, and belonging for all.
Strategic Plan Goal #4: Operational Excellence- WESD will support continued world-class public education through ongoing investments in campus infrastructure, fiscal sustainability, and resource stewardship to provide robust support for operational needs and fiscal priorities on a safe, well-maintained campus.

Reflections: Annual Performance

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

The 2023 California School Dashboard and local data reveals that Woodside Elementary School District has been successful in the following areas:

1. English Language Arts Performance:
- 2022-2023 Smarter Balanced Summative Assessment (CAASPP/SBAC) 82.41% of students met or exceeded standards.
- On the 2023 Dashboard, our overall student performance was in the blue (very high), and most of our subgroups scored at the high or very high level, with the exception of Hispanic students who were in the moderate range.
- On the Fountas and Pinnell reading assessment, which is given locally to K-5, 85% of students were reading at grade level at the end of 2022-2023 school year.

2. Mathematics Performance:
- 2022-2023 Smarter Balanced Summative Assessment (CAASPP/SBAC) 79% of students met or exceeded standards.
- On the 2023 Dashboard, our overall student performance was in the blue (very high), and all of our subgroups scored at the high or very high level.

3. Parent Satisfaction Ratings:
- On the 2022-2023 annual school survey, 94% of families reported that they were satisfied with their child's academic progress.
- On the 2022-2023 annual school survey, 85% of families reported that they felt included in the school community.

Overall, on the 2023 School Dashboard, Woodside Elementary School District was in the Blue. We had no student groups in the lowest performance level.

The areas in which Woodside Elementary School District seeks to explore further in the future are the following:

1. Chronic Absenteeism:
- On the 2023 Dashboard, 17.2% of students were chronically absent, and this issue affects all of our student groups. Our goal to improve overall chronic absenteeism is addressed in this LCAP and will continue to be a focus of our work moving forward.
- On the 2023 Dashboard, our indicators for Chronic Absenteeism were red for Socioeconomically Disadvantaged Students and Students with Disabilities, both school-wide and District-wide.

2. Suspension Rate:
- On the 2023 Dashboard, 1.1% of our students were suspended at least one day. As a small district, this accounts for about 3 students suspended last year, and this continues to be an area that we seek to improve as we examine our behavior management practices. Students with disabilities were in the orange tier of this group, and this is something that we are actively working towards improving in a variety of ways, including greater collaboration with general education and special education teachers and implementation of a more structured MTSS. These efforts are in addition to a recently updated system-wide PBIS system, the Wildcat Way, to address student behavior through positive reinforcement.

- On the 2023 Dashboard, our indicators for Chronic Absenteeism were orange for Socioeconomically Disadvantaged Students and Students with Disabilities, both school-wide and District-wide.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Superintendent's Cabinet (CBO, Directors of Technology and Student Services, Upper and Lower School Principals	2/7/24 - Review proposed goals for 2024 LCAP 3/6/24 - Review and revise draft of 2024 LCAP
San Mateo County Office of Education Technical Assistance Team	3/12/24 - Reviewed process for 2024 LCAP, including SELPA representative Karen Breslow 4/15/24 - Met with team to review questions about the process
Woodside Elementary School Board of Trustees and Woodside Teachers Association and Parent Community	3/12/24 - Feedback on proposed goals 5/14/24 - Review of 2024 LCAP 6/4/24 - Schoolboard approval of 2024 LCAP
Certificated and Classified Staff	4/17/24 - Feedback on proposed goals at staff meeting 4/24/24 - Review and revision of draft at staff meeting 5/1/24 - Present final draft of LCAP goals and actions
School Site Council	5/7/24 - Review and feedback of draft at joint School Site Council Meeting and District English Learner Advisory Council
District English Learner Advisory Council	5/7/24 -- Review and feedback of draft at joint School Cite Council Meeting and District English Learner Advisory Council
Parents and Community	4/16/24 - Feedback on goals at Joint Committee of Priorities (JCOP) Meeting (JCOP is representative group of the PTA, Woodside School Foundation, Board of Trustees, and School District Administration) 5/14/24 - Review Revised LCAP Goals at Joint Committee of Priorities (JCOP) Meeting

Educational Partner(s)	Process for Engagement
Students	4/23/24 - Review proposed goals at Student Council Meeting

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

All of the input that we received influenced the development of the LCAP, both this year and in previous years through the strategic planning process. We gained invaluable feedback that influenced all 3 of our goals (1- whole child development, 2- academic offerings, 3- community connections) through meeting with the School Site Council, SMCOE Technical Assistance Team, Woodside Elementary School Board of Trustees, DELAC, Woodside Teacher's Association, SELPA, Joint Committee of Priorities, and the Woodside School community, including parents and students. It is the District's goal to ensure that DELAC, JCOP, and School Site Council have representation from parents across student groups, including students with disabilities and socioeconomically disadvantaged students. The feedback received helped us to identify areas of need and to develop a plan that intentionally targeted these areas in a measured way. Additionally, we were able to gather consensus around areas of strength, such as academic performance, where we seek to continue and strengthen our trajectory. The adoption of the new strategic plan provided a unique opportunity for LCAP alignment, and after the community spent a great deal of time and resources developing this plan, we are able to move forward with goals in both the strategic plan and the LCAP that represent the interests of the entire school and district community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	WESD will expand current programs to include focus on community citizenship and personal responsibility to nurture the whole child and develop students with accountability for their actions who work in partnership to support each other and make our community the best it can be.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Woodside Elementary School District developed this goal as a part of our strategic plan with the purpose of enhancing our current social-emotional learning (SEL) program, curriculum, and offerings in order to expand focus on student citizenship and personal accountability. As a District, we seek to nurture and support whole child development through campus experiences and student engagement to encourage shared responsibility for community and others. During the strategic planning process, a variety of community members, including parents, teachers, administrators, and staff agreed that this was an area of focus for our community in which we would like to explore and see student growth by examining our instructional practices and professional development, as well as engaging our educational partners and broadening our tiers of support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CASEL-Aligned SEL Curriculum	60% of grade levels have access to a CASEL-aligned SEL curriculum.			100% of grade levels have access to a CASEL-aligned SEL curriculum.	
1.2	IFSEL/Wayfinder PD	0% of classroom teachers have attended a professional development through IFSEL or Wayfinder,			75% of classroom teachers have attended a professional development	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		aligned with the curriculum they use in their classroom.			through IFSEL or Wayfinder, aligned with the curriculum they use in their classroom.	
1.3	Satisfaction with SEL	84.4% of families report that they completely or moderately agree that the SEL programs serves the needs of their children at Woodside School.			90% of families report that they completely or moderately agree that the SEL programs serves the needs of their children at Woodside School.	
1.4	PBIS System	60% of teachers and staff are participating in the PBIS rewards system (Wildcat Way and WILDcards).			100% of teachers and staff are participating in the PBIS rewards system (Wildcat Way and WILDcards).	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Practices	1.1 Continue piloting Wayfinder SEL curriculum for grades 6-8, and explore possibilities for expansion into intermediate grades (3-5). 1.2 Implement Woodside School SEL scope and sequence designed in the 23-24 school year. 1.3 Continue to build upon Woodside School SEL scope and sequence by incorporating lessons from both Wayfinder and IFSEL. 1.4 Ongoing examination of curriculum based on an understanding of developmental milestones. 1.5 Continue implementing cornerstone grade level field trips in grades TK-8 that focus on community-building, environmental awareness, and personal citizenship. 1.5.A. Ensure that all students with disabilities have access to grade level field trips including financial support, paraprofessional support, transportation support, etc. 1.6 Offer robust elective opportunities such as Garden, Life Skills, Career Masterclasses, Buddy Elective, peer coaching, etc. in order to develop students' sense of responsibility and accountability to each other and the world.	$61,000.00	No
1.2	Professional Development	2.1 Continue to support teachers and staff in attending the annual IFSEL summer institute and Wayfinder professional development to support implementation of our current curricula. 2.2 Develop stipended Whole Child committee to meet and engage in continuous improvement and provide internal professional development for staff.	$23,600.00	No

Action #	Title	Description	Total Funds	Contributing
		2.3 Whole Child committee will develop and refine the themes of the month and corresponding activities and lessons in the Whole Child calendar.		
1.3	Engaging Educational Partners	3.1 Develop and refine a clear parent-facing scope and sequence of SEL curriculum. 3.2 Provide suggestions for activities and classroom connections to our monthly Whole Child calendar so that parents can leverage school themes, SEL language, and topics at home. 3.3 Continue using monthly school line-ups, superintendent's messages, and Wildcat Weekly communications to invite families to engage with our whole child theme of the month and to learn about related SEL activities in the classroom. 3.4 Explore parent education opportunities in partnership with PTA to provide access to high quality parent education on relevant topics around whole child development. 3.5 Administration will collaborate with PTA-led Woodside Inclusion and Diversity Council (WIDC) to gather feedback and partner on activities for the community around the whole child theme of the month. 3.6 Synthesize existing schoolwide tenets into more coherent, modernized version that reflects our beliefs and approaches to whole child development.	$39,074.00	No
1.4	Tiers of Support	4.1 Continue to use morning meeting (TK-5) and advisory (6-8) time to respond to current issues as they arise at the grade level and to reinforce SEL practices. 4.2 Continue to ensure that all students have access to the full-time school counselor on an as-needed basis. 4.3 Develop counselor-led tier 1 lessons to be implemented systematically at all grade levels. 4.4 Provide lunch groups and clubs to meet the interests and developmental needs of students. 4.5 Refine Positive Behavior Intervention and Support (PBIS) system, Wildcat Way and WILDcards, which includes school rules and rewards system.	$151,913.00	No

Action #	Title	Description	Total Funds	Contributing
		4.6 Design system for office-managed referrals and subsequent support. 4.7 Create a system for monitoring continuous improvement of PBIS, including equity pauses to examine practices around various student groups. 4.8 Establish systems for behavior plans for students who need higher levels of intervention. 4.9 Update school handbook to reflect current practices.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	WESD will advance our innovative, dynamic approach to individualized student learning, collaborative teaching, and inclusive community building to elevate curriculum, enhance offerings, and incorporate cutting-edge research-based practices.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Woodside Elementary School District developed this goal with the intention of implementing collaborative models for teaching and learning, including opportunities for flexible teaching models within grades. We seek to continue to identify and integrate best practices for equitable teaching and learning, including research-based enhancements to core curriculum aligned with California standards. Though the data suggests that WESD students are performing at high levels, there is room for growth across all students and subgroups and we seek to engage in continuous improvement as a District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Scores	In 2022-2023: • 83% of all students were exceeding or meeting standards in ELA • 79% of all students were exceeding or			• 87% of all students exceeding or meeting standards in ELA • 85% of all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meeting standards in Math. • 73% of all students taking CAST were exceeding or meeting standards in Science. • 69.1% of students with disabilities were exceeding or meeting standards in ELA. • 54% of students with disabilities were exceeding or meeting standards in Math. • 59% of students with disabilities taking CAST were exceeding or meeting standards in Science.			exceeding or meeting standards in Math. • 85% of all students taking CAST exceeding or meeting standards in Science. • 70% of students with disabilities exceeding or meeting standards in ELA. • 60% of students with disabilities exceeding or meeting standards in Math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- 50% of socioeconomically disadvantaged students were exceeding or meeting standards in ELA. - 46% of socioeconomically disadvantaged students were exceeding or meeting standards in Math.			- 60% of students with disabilities taking CAST exceeding or meeting standards in Science. - 65% of socioeconomically disadvantaged students exceeding or meeting standards in ELA. - 65% of socioeconomically disadvantaged students exceeding or meeting standards in Math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Fully Credentialed Teachers	100% of teachers are fully credentialed in the area that they are assigned to teach.			Maintain level of 100% of teachers being fully credentialed in the area that they are assigned to teach.	
2.3	Williams Compliance	100% Williams Compliance with instructional materials during the 2023-2024.			Maintain 100% Williams Compliance with instructional materials.	
2.4	Annual School Survey	89.89%of families reported on the annual school survey that they completely or mostly agree that the Math programs serve the needs of their child. 87.76% of families reported on the annual school survey that they completely or mostly agree that the ELA programs serve the needs of their child.			90% of families reported on the annual school survey that they completely or mostly agree that the ELA and Math programs serve the needs of their child.	
2.5	Reclassification of Multilingual Learners	75% of students designated as Multilingual Learners were reclassified by the time that they graduated 8th grade.			100% of students designated as Multilingual Learners are reclassified by the time that they graduate 8th grade.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Students Attending School Field Trips	100% of socioeconomically disadvantaged students attended school field trips when provided with scholarship support.			100% of socioeconomically disadvantaged students attend school field trips when provided with scholarship support.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	1.1 Continue providing access to Mossflower's Reading and Writing Project professional development for TK-5 teachers around reading, writing, and phonics instruction.	$139,300.00	No

Action #	Title	Description	Total Funds	Contributing
		1.2 Provide professional development for the implementation of Wilson Language's Fundations phonics program in TK-4. 1.3 Ongoing training on the Science of Reading and coaching support for phonics program implementation through Core Learning. 1.4 Engage in study of new Mathematics framework and explore options for training, including the possibility of partnerships with local districts. 1.5 Continue to encourage staff members to attend professional development sessions based on LCAP-aligned goals in order to meet the needs of all students. 1.6 Continue partnering with Social Thinking for training for special education staff. 1.7 Provide professional development for staff around the "Culturally Responsive Teaching and the Brain" framework. 1.8 Establish curriculum committees to support curriculum and instruction improvements in the areas of Phonics, Math, and SEL. 1.9 Continue to support leadership training for administration, including memberships to ACSA. 1.10 Provide ongoing, relevant professional learning opportunities for paraprofessional staff who support students in both special and general education.		
2.2	Instructional Practices	2.1 Ongoing consumables and online subscriptions to support materials for new adoption of Fundations phonics program. 2.2 For existing programs and curriculum, continue to equip students with workbooks, online subscriptions, etc. to enable full implementation of the curriculum. Ongoing subscriptions include TCI, Envision, STEMscopes, Foss, Scholastic Scope and News, Learning A-Z, SVMI, IXL, Lexia Core, and more. 2.3 All students receive instruction that provides for appropriate challenge, including opportunities for support and enrichment. 2.4 Continue to implement an assessment calendar that provides for ample opportunity for students to demonstrate proficiency in Mathematics, English Language Arts, and Science. 2.5 Conduct data meetings with teacher teams to unpack assessment data, drive instructional practices, and determine tiers of support.	$6,831,113.00	No

Action #	Title	Description	Total Funds	Contributing
		2.6 Maintain a robust database of student performance through a partnership with Schoolytics that is accessible and user-friendly for teachers and administration. 2.7 Recruit and maintain highly qualified, fully credentialed teachers at all grade levels. 2.8 Explore effective assessment systems and tools to incorporate into existing assessment calendar.		
2.3	Educational Partners' Feedback	3.1 Continue to use annual school survey to gather feedback from educational partners regarding the effectiveness of academic instruction. 3.2 Utilize the California Healthy Kids Survey (CHKS) to measure students' agency in their learning. 3.3 Quarterly superintendent chats with administration and school community members to gather information and feedback about academic areas. 3.4 Utilize committees such as Joint Committee on Priorities (JCOP), DELAC, and SSC to gather feedback from various community members. 3.5 Classroom teachers will gather feedback on particular units, assignments, and projects in order to gauge students' learning experiences. 3.6 Use feedback from Upper School students about electives to build a robust, topical list of class offerings for 6th-8th graders.	$6,610.00	No
2.4	Tiers of Support	4.1 Invest in and implement tier 2 and 3 interventions including the 95% Group phonics program, ALEKS, Mindplay fluency, Lexia Power Up, etc. as driven by data meetings and benchmark assessment results. 4.2 Utilize the SST process to support students with an individualized plan for learning needs, including unfinished learning and the need for further challenge. 4.3 Provide differentiated services for students with disabilities within a full inclusion model, including accommodations developed within the IEP, specialized academic instruction, and access to specialist support.	$1,991,108.00	No

Action #	Title	Description	Total Funds	Contributing
		4.4 Provide support for students needing accommodations as granted by a 504 plan. 504 plans are reviewed yearly with families, principals, and teaching staff. 4.5 Maintain full time Reading Specialist position to support students with reading intervention. 4.6 Recruit and retain highly qualified paraprofessional staff to support both special education and general education needs.		
2.5	Support for Multilingual Learners	5.1 Invest in Multilingual Learner instructional professional development for integrated and designated ELD. 5.2 Continue 0.6 FTE ELD teacher position in order to support Multilingual Learners as WESD. 5.3 Purchase Language Power curriculum for designated ELD support. 5.4 Provide translation and interpretation services for all documents and meetings pertaining to a child's English Language Development, including the yearly review of their ELPAC scores and parent/teacher conferences.	$127,820.00	Yes
2.6	Support for Socioeconomically Disadvantaged Students	6.1 Continue ensuring that all socioeconomically disadvantaged students have access to grade level field trips through a full scholarship program providing for tuition, transportation, and materials fees. 6.2 Provide scholarships for socioeconomically disadvantaged students who would like to participate in WESD's after school sports program or to take PTA after school enrichment classes.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	WESD will continue to strengthen connections and engage everyone in the school community, including students, teachers, staff, families, alumni, and local partners to ensure a sense of connectedness, inclusion, and belonging for all.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Woodside Elementary School District adopted this goal in order to support WESD community connections among students, teachers, staff, and families with an emphasis on inclusion, belonging, equity, and access for all. We seek to position and promote the advantage of a WESD education to attract and retain students, families, teachers and staff, and community partners. Additionally, according to the 2023-2024 California School Dashboard, Woodside School was in the orange for chronic absenteeism and suspension rate. We had a 17.6% chronic absenteeism rate last year, and a 1.1% suspension rate for students suspended at least one day. These are areas that we will address and seek to improve in this goal, including for socioeconomically disadvantaged students and students with disabilities, for whom WESD had red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism	17.6% of students were chronically absent in 2022-2023.			<8% of students chronically absent.	
3.2	Suspension Rate	1.1% of students were suspended 1 or more times in 2022-2023.			0.6% of students suspended 1 more times.	
3.3	Annual School Survey	81% of families reported that they			95% of families report that they	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		mostly or completely agree that they feel included in the school community on the 2023-2024 annual school survey.			mostly or completely agree that they feel included in the school community on the annual school survey.	
3.4	Annual School Survey	74.4% of families reported that volunteer activities make them feel a sense of belonging in the school community.			95% of families report that volunteer activities make them feel a sense of belonging in the school community.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tiers of Support	1.1 Use Schoolytics to monitor attendance data and for early identification of students at risk of chronic absenteeism and truancy. 1.2 Notify families when a student is at risk or has reach levels of chronic absenteeism or truancy. WESD has created and implemented an attendance notification system to determine when families will be contacted. 1.3 Utilize the SST process to address attendance concerns and engage families in improving attendance rates, including for students with disabilities and socioeconomically disadvantaged students at risk of chronic absenteeism. 1.4 Provide schoolwide education about the importance of regular attendance through weekly Superintendent communications and quarterly administration meetings with families, as well as publication of our updated attendance dashboard. 1.5 Explore alternatives to suspension, including proactively monitoring students with a history of disciplinary issues and fostering positive connections between students and the school. 1.6 Increase and expand communication about tiers of support, including differentiation for students at all levels of academic readiness.	$20,000.00	No
3.2	Engaging Educational Partners	2.1 Continue hosting schoolwide events that promote the benefits of a WESD education, such as Back to School Night, Open House, Meet the Upper School, school tours, Tinsley family orientation, TK/K orientation, operetta, and the high school alumni fair. 2.2 Continue to provide meaningful volunteer in the classroom and at school events in order to engage families and community members in the educational process. 2.3 Ensure that all schoolwide events are inclusive and accessible to all. 2.4 Teachers hold bi-yearly family conferences to to engage parents in their child's learning process. 2.5 Administration and staff will participate in PTA meetings to facilitate cohesion amongst school groups. 2.6 DELAC will continue to have quarterly meetings with families of multilingual learners to facilitate understand of the ELPAC, reclassification process, and designated and integrated ELD support.	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2.7 School Site Council (SSC) will continue to meet regularly to review school safety plans and to design the annual survey for families. 2.8 WESD will continue to provide translation and interpretation services to families needing support in this area for documents and.meetings. 2.9 Principal meets with all 8th grade families to review the high school transition process and to provide tailored high school support.		
3.3	Inclusion and Belonging	3.1 Implement annual school survey, which includes a section on Whole Child Development, seeking to gather information about families' sense of inclusion and belonging in the school community. 3.2 Partner with parent-led Woodside Inclusion and Diversity Council (WIDC) to gather feedback about issues shared by the community pertaining to inclusion and belonging within the District. 3.3 Redesign the school handbook, with special emphasis on inclusive practices. 3.4 Continue to offer robust after school sports program and provide transportation for students in partner communities utilizing Hop, Skip, and Drive so that all students can participate. 3.5 Provide scholarships for PTA After School Education classes so that all students can participate. 3.6. Partner with PTA to host schoolwide events in which all are invited in order to increase feelings of connectedness and belonging in the school community, such as Back to School BBQ, May Day, all-school lineups, assemblies, Gardenfest, book fairs, parent socials, spirit weeks, and musical and theater performances. 3.7 Invest in updated school library and classroom library resources that reflect the diversity and experiences of all students. 3.8 Access to student clubs that reflect interest groups and provide a space for students to connect. 3.9 Provide transportation to and from school to students from partner communities (East Palo Alto, East Menlo Park)	$167,100.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$86897	$

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
2.101%	0.000%	$0.00	2.101%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Support for Socioeconomically Disadvantaged Students **Need:** Provide socioeconomically disadvantaged students with full access to all field trips. This was identified as a need after 18 families requested scholarships for their children to be able to attend class trips in 2022-2023.	WESD will provide socioeconomically disadvantaged students with full access to the educational experience, including class field trips and other social opportunities that are expected parts of the WESD experience. This action is the best use of LCFF funds because by providing scholarships, WESD will ensure that no student is turned away from any educational experience for financial reasons and that families are supported in a way that ensures that all members of our community feel welcomed and valued. As a result,	Percentage of socioeconomically disadvantaged students attending school field trips.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	low income students will benefit from increased background knowledge and real life connections that support access to classroom content, as well as expanded social opportunity with peers. As a one-school District, this model will benefit all students in the LEA because all families who need them will have access to scholarships.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Support for Multilingual Learners **Need:** Multilingual Learners need designated and integrated English Language Development support in order to foster their growth as developing multilinguals. Last year we were able to reclassify 41% of Multilingual Learners, but the other 59% of Multilingual Learners continue to need designated and integrated English Language support in order to access equitable academic outcomes. **Scope:** Limited to Unduplicated Student Group(s)	By providing for staffing, curriculum, and means to ensure school/family connections, WESD will be able to implement instruction and progress monitoring for all multilingual learners. Integrated and designated ELD is part of the California Framework for English Language Arts and English Language Development (2014) and in order to align with that framework we need to provide this instruction and training for our staff.	100% of multilingual students reclassifying by the time that they graduate 8th grade.

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

Not applicable.

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4135302	86897	2.101%	0.000%	2.101%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,013,638.00	$650,000.00	$0.00	$0.00	$9,663,638.00	$9,056,815.00	$606,823.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Practices	All	No			All Schools		$50,000.00	$11,000.00	$61,000.00				$61,000.00	
1	1.2	Professional Development	All	No			All Schools		$14,000.00	$9,600.00	$23,600.00				$23,600.00	
1	1.3	Engaging Educational Partners	All	No			All Schools		$39,074.00	$0.00	$39,074.00				$39,074.00	
1	1.4	Tiers of Support	All	No			All Schools		$151,913.00	$0.00	$151,913.00				$151,913.00	
2	2.1	Professional Development	All	No			All Schools		$10,000.00	$129,300.00	$139,300.00				$139,300.00	
2	2.2	Instructional Practices	All	No			All Schools		$6,683,006.00	$148,107.00	$6,181,113.00	$650,000.00			$6,831,113.00	
2	2.3	Educational Partners' Feedback	All	No			All Schools		$3,150.00	$3,460.00	$6,610.00				$6,610.00	
2	2.4	Tiers of Support	All Students with Disabilities	No			All Schools		$1,989,562.00	$1,546.00	$1,991,108.00				$1,991,108.00	
2	2.5	Support for Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$116,110.00	$11,710.00	$127,820.00				$127,820.00	
2	2.6	Support for Socioeconomically Disadvantaged Students	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.1	Tiers of Support	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Engaging Educational Partners	All	No			All Schools		$0.00	$55,000.00	$55,000.00				$55,000.00	
3	3.3	Inclusion and Belonging	All	No			All Schools		$0.00	$167,100.00	$167,100.00				$167,100.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4135302	86897	2.101%	0.000%	2.101%	$177,820.00	0.000%	4.300 %	**Total:**	$177,820.00
								LEA-wide Total:	$50,000.00
								Limited Total:	$127,820.00
								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	2.5	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$127,820.00	
2	2.6	Support for Socioeconomically Disadvantaged Students	Yes	LEA-wide	Low Income	All Schools	$50,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,672,858.00	$7,284,261.00

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	45781
1	1.2	Instructional Practices	No	$30,000.00	65101
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	$37,322.00	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	$6,109,483.00	6659542
3	3.2	Academic Support	No	$40,000.00	16602
3	3.3	Family Engagement and Outreach	No	$156,645.00	171400

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
88554	$140,390.00	$153,654.00	($13,264.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Parent Engagement & Communication	Yes	$37,322.00	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	98505		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3989891	88554	0	2.219%	$153,654.00	0.000%	3.851%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  - o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

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

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

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

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

  - o Professional development for teachers.

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

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

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

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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