LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wasco Union Elementary School District

CDS Code: 15-63842 0000000

School Year: 2024-25

LEA contact information:

Oscar Luna

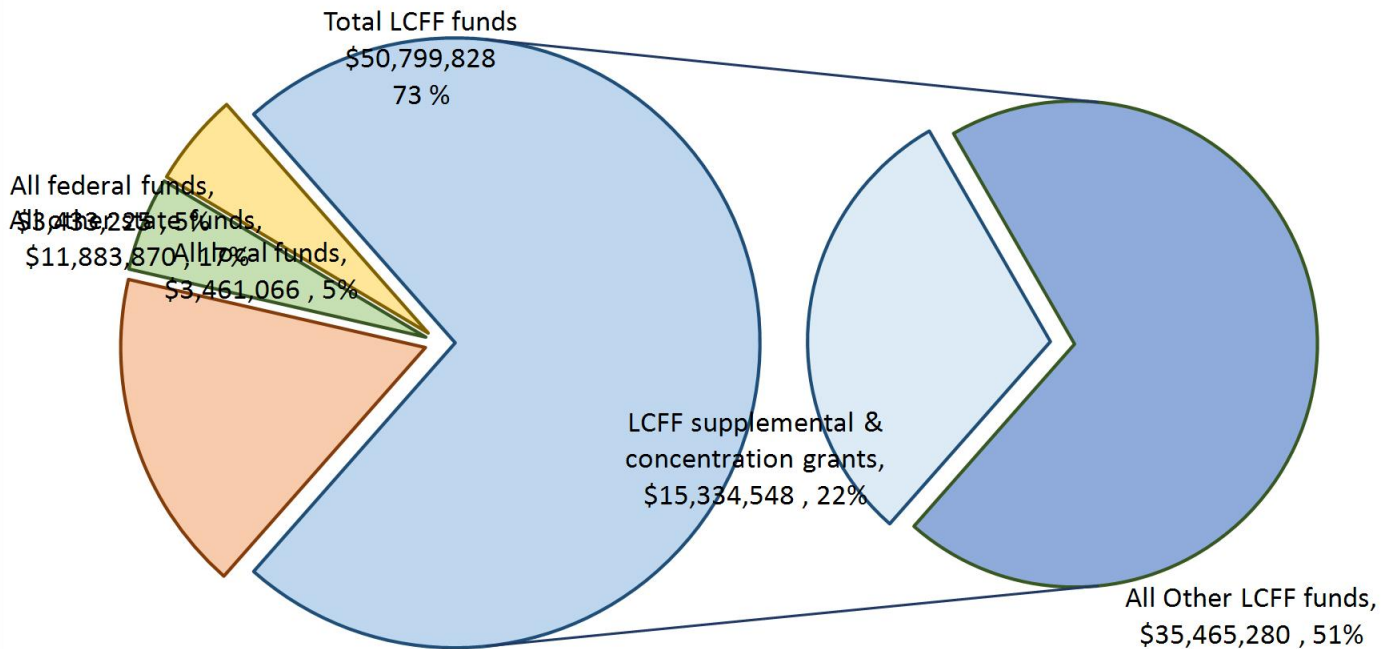Assistant Superintendent of Educational Services

osluna@wuesd.org

661.758.7100

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
$50,799,828
73 %

All federal funds,
$3,442,255 , 5%
All other state funds,
$11,883,870 , 17%
All local funds,
$3,461,066 , 5%

LCFF supplemental &
concentration grants,
$15,334,548 , 22%

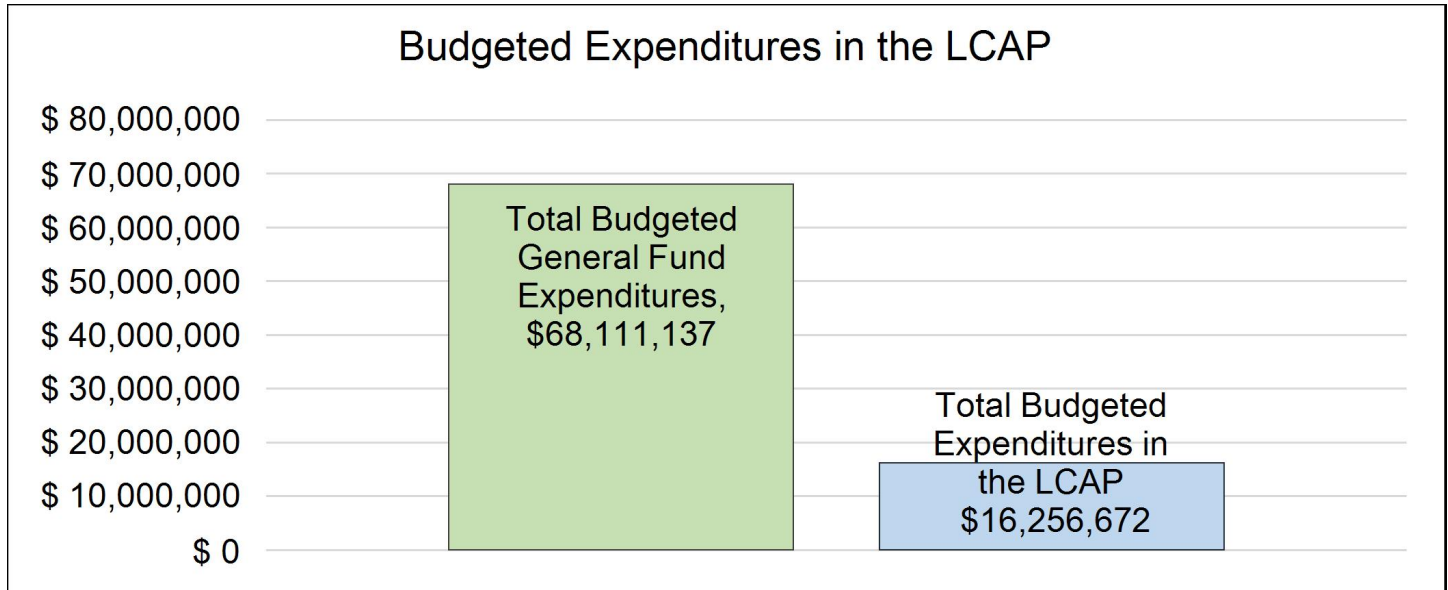All Other LCFF funds,
$35,465,280 , 51%

This chart shows the total general purpose revenue Wasco Union 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 Wasco Union Elementary School District is $69,577,989, of which $50,799,828 is Local Control Funding Formula (LCFF), $11,883,870 is other state funds, $3,461,066 is local funds, and $3,433,225 is federal funds. Of the $50,799,828 in LCFF Funds, $15,334,548 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $68,111,137	Total Budgeted Expenditures in the LCAP $16,256,672

This chart provides a quick summary of how much Wasco Union 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: Wasco Union Elementary School District plans to spend $68,111,137 for the 2024-25 school year. Of that amount, $16,256,672 is tied to actions/services in the LCAP and $51,854,465 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures outside the scope of the LCAP are utilized to facilitate regular, special, and expanded learning programs and services. Additionally, budgeted expenses are allocated for instructional administration, as well as support services for curriculum development and professional development of the instructional staff. At the school level, designated funds cover administrative costs, such as Principal salaries and clerical support, to ensure smooth daily operations and facilitate effective communication among parents, the community, and district staff. Moreover, general fund expenditures further encompass security and safety measures, maintenance and operations, and facility enhancements crucial for creating a conducive and well-maintained classroom environment conducive to student learning.

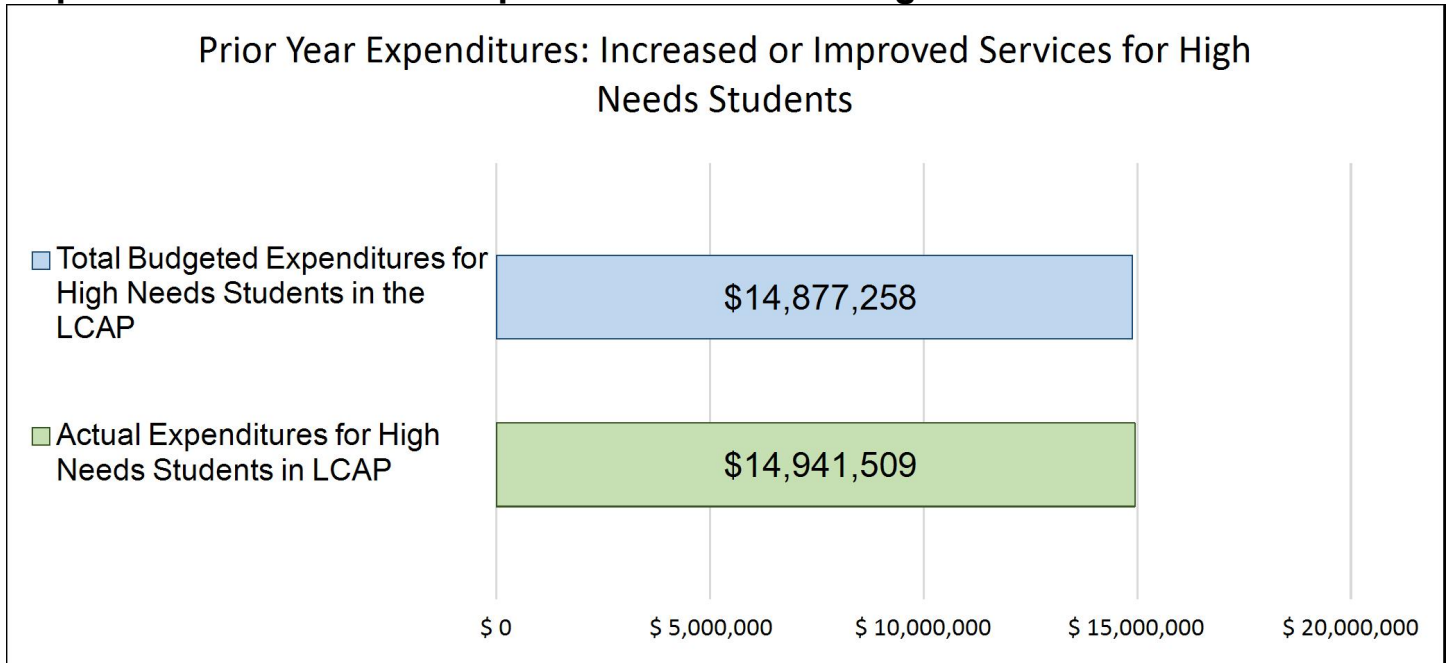## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Wasco Union Elementary School District is projecting it will receive $15,334,548 based on the enrollment of foster youth, English learner, and low-income students. Wasco Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union Elementary School District plans to spend $15,966,862 towards meeting this requirement, as described in the LCAP.

In the 2024-25 fiscal year, WUESD anticipates receiving $15,334,548 in funding based on the enrollment

of foster youth, English learners, and low-income students. This funding is earmarked to enhance and expand services for high-needs students as outlined in the LCAP. WUESD is committed to allocating the entire amount of $15,334,548 towards fulfilling this obligation as specified 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	$14,877,258
☐ Actual Expenditures for High Needs Students in LCAP	$14,941,509

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000

This chart compares what Wasco Union 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 Wasco Union 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, Wasco Union Elementary School District's LCAP budgeted $14,877,258 for planned actions to increase or improve services for high needs students. Wasco Union Elementary School District actually spent $14,941,509 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
Wasco Union Elementary School District	Oscar Luna Assistant Superintendent of Educational Services	osluna@wuesd.org 661.758.7100

Goals and Actions

Goal

Goal #	Description
1	The District Will Increase and Expand Basic Educational Services Specifically Aimed to Improve Academic Achievement in Reading/Language Arts and Math. Growth will be accomplished through appropriate supplemental staffing to provide enhanced support for student learning and engagement, increased access to educational technology and coordinated services, and provision of the latest curriculum focusing on the Common Core State Standards for California. This goal will be measured by continued growth (+15% year-over-year) on state testing results in ELA and Math as measured by the California Assessment of Student Performance and Progress (CAASPP). Corresponding State LCAP Priorities – Basic, Pupil Achievement, and Course Access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Teachers appropriately assigned and fully credentialed for assignment	1A. 99.99% of teachers were found to be fully credentialed and assigned appropriately as per the KCSOS/CDE credential audit for 2020. (2020 is considered non-consequential year for teacher misassignments)	1A. 91% of teachers were found to be fully credentialed and assigned appropriately as per the KCSOS/CDE credential audit for 2021. Due to the COVID-19 pandemic approximately 8% of teachers were hired under waiver teacher permits.	1A. 92% of teachers were found to be fully credentialed and assigned appropriately as per the KCSOS/CDE credential audit for 2022.	93.2% of teachers were found to be fully credentialed and assigned appropriately as per the KCSOS/CDE credential audit for 2023.	1A. 100% of teachers will be fully credentialed and assigned adequately as per the KCSOS/CDE credential audit for 2023.
1B. Pupil access to standards-aligned materials	1B. Instructional Materials were at 100% sufficiency as measured by the	1B. Instructional Materials were at 100% sufficiency as measured by the	1B. Instructional Materials were at 100% sufficiency as measured by the	100% of Instructional Materials sufficiency. Per Williams Act review for 2023	1B. Instructional Materials will be at 100% sufficiency as measured by the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Wasco 2020 Williams Act review.	Wasco 2021 Williams Act review.	District. No Wasco Williams Act review for 2022.		Wasco 2023 Williams Act review.
1C. School facilities maintained in good repair	1C. All schools received "good/exemplary" ratings as measured by the Wasco 2020 Williams Act review	1C. All schools received "good/exemplary" ratings as measured by the Wasco 2021 Williams Act review.	1C. All schools received "good/exemplary" ratings as measured by the Facilities Inspection Tool. No Wasco Williams Act review for 2022.	All schools received "good/exemplary" ratings as measured by the Facilities Inspection Tool. FIT review for 2023.	1C. All schools will receive "good/exemplary" ratings as measured by the Wasco 2023 Williams Act review
4A. Statewide assessments	4A. State Assessments 2019 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points	4A. State Assessments Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. 2019 Dashboard results will be used for Year 1 Outcome 2019 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 40.2 points below standard - Increased 8.1 Points	4A. State Assessments 2022 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 48.2 points below standard John L. Prueitt Elementary - 30.6 points below standard Karl F. Clemens Elementary - 80.1 points below standard James A. Forrest Elementary - 43.3 points below standard	4A. State Assessments 2023 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 47.1 points below standard John L. Prueitt Elementary - 10.7 points below standard Karl F. Clemens Elementary - 72.7 points below standard James A. Forrest Elementary - 45.2 points below standard	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 34 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results James A. Forrest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	James A. Forrest Elementary - No Data - New School Opened 2019

Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points

Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points

Palm Avenue Middle School - No Data - New School Opened 2019

2019 MATHEMATICS DASHBOARD RESULTS

District Average - 73.7 points below standard - Increased 10.5 Points

John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points | John L. Prueitt Elementary - 14 points below standard - Increased 7 Points

Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points

James A. Forrest Elementary - No Data - New School Opened 2019

Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points

Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points

Palm Avenue Middle School - No Data - New School Opened 2019

2019 MATHEMATICS DASHBOARD RESULTS | Teresa Burke Elementary - 50 points below standard

Thomas Jefferson Middle - 53 points below standard

Palm Avenue Middle School - 35.8 points below standard

2022 MATHEMATICS DASHBOARD RESULTS

District Average - 89.5 points below standard - 26.5 points below- desired outcome

John L. Prueitt Elementary - 60.4 points below standard

Karl F. Clemens Elementary - 97.2 points below standard

James A. Forrest Elementary - 67.3 points below standard | Teresa Burke Elementary - 54.9 points below standard

Thomas Jefferson Middle - 55.1 points below standard

Palm Avenue Middle School - 41.5 points below standard

2023 MATHEMATICS DASHBOARD RESULTS

District Average - 84.2 points below standard

John L. Prueitt Elementary - 40.6 points below standard

Karl F. Clemens Elementary - 85 points below standard

James A. Forrest Elementary - 64 points below standard

Teresa Burke Elementary - 61.1 points below standard | Elementary - 34 points below standard - Increase of 15% over 2019 district average results

Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results

Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results

Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results

4.A.ii. MATHEMATICS DASHBOARD RESULTS

District Average - 63 points below standard - Increase of 15% over 2019 results |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULTS % Meeting or Exceeding Standards 5th Grade 15.44%	District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data -	Teresa Burke Elementary - 66 points below standard Thomas Jefferson Middle - 108.1 points below standard Palm Avenue Middle School - 105.2 points below standard 2022 CALIFORNIA SCIENCE TEST (CAST) RESULTS % Meeting or Exceeding Standards 5th Grade 15.97% 8th Grade- 15.93%	Thomas Jefferson Middle - 104.9 points below standard Palm Avenue Middle School - 106.4 points below standard 2023 CALIFORNIA SCIENCE TEST (CAST) RESULTS % Meeting or Exceeding Standards 5th Grade 12.87% 8th Grade- 13.68%	John L. Prueitt Elementary - 37 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 63 points below standard - Increase of 15% over

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th Grade- 13.73%	New School Opened 2019 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULTS % Meeting or Exceeding Standards 5th Grade 15.44% 8th Grade- 13.73%			2019 district average results 2023-2024 Goal: YELLOW OR ABOVE IN ALL INDICATORS • All Subgroups 2023-2024 CAST Goal % Meeting or Exceeding Standards 5th Grade 20% 8th Grade- 16%
4B. Percentage of pupils who successfully completed A-G requirements	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A	NA	4B. Percentage of pupils who successfully completed A-G requirements N/A
4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways	NA	4C. Percentage of pupils who have successfully CTE pathways

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	N/A	N/A	N/A		N/A
4D. Percentage of pupils completing A-G and CTE sequences/programs	4D. Percentage of pupils completing A-G and CTE sequences/programs N/A	4D. Percentage of pupils completing A-G and CTE sequences/programs N/A	4D. Percentage of pupils completing A-G and CTE sequences/programs N/A	NA	4D. Percentage of pupils completing A-G and CTE sequences/programs N/A
4E. Percentage of EL pupils making progress toward English proficiency	4E. Percentage of EL pupils making progress toward English proficiency Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard) (19-20 not available) 2019 - 44.1% making progress towards English language proficiency LISTENING Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93% Total number of students by grade for all levels - 1,194	4E. Percentage of EL pupils making progress toward English proficiency As measured by local data - 2021 21.24% Making Progress Towards English Proficiency LISTENING Well Developed - 14.65% Somewhat/Moderately - 65.22% Beginning - 20.13% Total number of students by grade for all levels - 1,223 SPEAKING Well Developed - 28.56%	2022 ENGLISH LEARNER PROGRESS DASHBOARD RESULTS 55.7% making progress toward English language proficiency LISTENING Well Developed - 24.30% Somewhat/Moderately - 61.49% Beginning - 14.20% Total number of students by grade for all levels - 1,218 SPEAKING Well Developed - 36.73%	2023 ENGLISH LEARNER PROGRESS DASHBOARD RESULTS 55.8% making progress toward English language proficiency LISTENING Well Developed - 22.68% Somewhat/Moderately - 61.64% Beginning - 15.69% Total number of students by grade for all levels - 1,173 SPEAKING Well Developed - 41.04%	4E. Percentage of EL pupils making progress toward English proficiency 15% Increase from Baseline Data on 2018-2019 ELPAC Administration 2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide) LISTENING Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPEAKING Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34% Total number of students by grade for all levels - 1194 READING Well Developed - 5.9% Somewhat/Moderately - 54.25% Beginning - 39.85% Total number of students by grade for all levels - 1194 WRITING Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194	Somewhat/Moderately - 50.08% Beginning - 21.36% Total number of students by grade for all levels - 1,223 READING Well Developed - 5.73% Somewhat/Moderately - 46.07% Beginning - 48.20% Total number of students by grade for all levels - 1,223 WRITING Well Developed - 6.14% Somewhat/Moderately - 60.64% Beginning - 33.22% Total number of students by grade for all levels - 1,223	Somewhat/Moderately - 46.59% Beginning - 16.68% Total number of students by grade for all levels - 1,218 READING Well Developed - 7.64% Somewhat/Moderately - 51.07% Beginning - 41.30% Total number of students by grade for all levels - 1,218 WRITING Well Developed - 13.55% Somewhat/Moderately - 63.14% Beginning - 23.32% Total number of students by grade for all levels - 1,218	Somewhat/Moderately - 41.04% Beginning - 17.93% Total number of students by grade for all levels - 1,173 READING Well Developed - 11.68% Somewhat/Moderately - 48.08% Beginning - 40.24% Total number of students by grade for all levels - 1,173 WRITING Well Developed - 24.30% Somewhat/Moderately - 53.71% Beginning - 21.99% Total number of students by grade for all levels - 1,173	SPEAKING Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194 READING Well Developed - 7% Somewhat/Moderately - 56% Beginning - 37% Total number of students by grade for all levels - 1194 WRITING Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194
4F. English Learner reclassification rate	4F. 2020-2021 English Learner reclassification rate	4F. 2021-2022 English Learner reclassification rate	4F. 2022-2023 English Learner Reclassification Rate	4F. 2023-2024 English Learner Reclassification Rate	4F. English Learner Reclassification Rate Goal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(DataQuest) - 5.4%	Aeries Local Data - 6.80%	The most recent data on DataQuest is from 2020-2021 - English Learner rclassification rate (DataQuest) - 5.4% 2022-2023 Aeries Local Data 7.03%	The most recent data on DataQuest is from 2020-2021 - English Learner rclassification rate (DataQuest) - 5.4% 2023-2024 Aeries Local Data - KiDS 14.72%	12%
4G. Percentage of pupils passing AP exam with 3 or higher	4G. Percentage of pupils passing AP exam with 3 or higher N/A	4G. Percentage of pupils passing AP exam with 3 or higher N/A	4G. Percentage of pupils passing AP exam with 3 or higher N/A	NA	4G. N/A
4H. Percentage of pupils who demonstrate EAP	4H. Percentage of pupils who demonstrate EAP N/A	4H. Percentage of pupils who demonstrate EAP N/A	4H. Percentage of pupils who demonstrate EAP N/A	NA	4H. N/A
7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) All students are enrolled in a broad	7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) All students are enrolled in a broad	7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) All students are enrolled in a broad	All students are enrolled in a broad course of study as defined by Ed. Code and measured and demonstrated by each site's 2023-2024 master schedule.	7A. Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) All students will be enrolled in a broad

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	course of study as defined by Ed. Code and measured and demonstrated by each site's 2020-2021 master schedule.	course of study as defined by Ed. Code and measured and demonstrated by each site's 2021-2022 master schedule (2021-2022 Aeries Local Data).	course of study as defined by Ed. Code and measured and demonstrated by each site's 2022-2023 master schedule.		course of study as defined by Ed. Code and measured and demonstrated by each site's 2023-2024 master schedule.
7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils	7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by 2020-2021 master course schedules.	7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by 2021-2022 master course schedules (2021-2022 Aeries Local Data).	7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by 2022-2023 master course schedules.	7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP are provided to unduplicated students and can be verified by 2023-2024 master course schedules.	7B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils 100% participation within supplemental services and programs provided by LCFF will be outlined in the district's LCAP and will be provided to unduplicated students to be verified by 2023-2024 master course schedules.
7C. Extent to which pupils have access to and are enrolled in programs/services for	7C. Extent to which pupils have access to and are enrolled in programs/services for	7C. Extent to which pupils have access to and are enrolled in programs/services for	7C. Extent to which pupils have access to and are enrolled in programs/services for	100% of IEPs are reviewed for appropriate course access for the 2023-2024 school year.	7C. Extent to which pupils have access to and are enrolled in programs/services for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupils with exceptional needs	pupils with exceptional needs. 100% of exceptional needs students participated fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs. 100% of IEPs are reviewed for appropriate course access annually.	pupils with exceptional needs. 100% of exceptional needs students participated fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs (2021-2022 SIRAS Local Data). 100% of IEPs are reviewed for appropriate course access annually (2021-2022 SIRAS Local Data).	pupils with exceptional needs. 100% of exceptional needs students participated fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs. 100% of IEPs are reviewed for appropriate course access annually.		pupils with exceptional needs. 100% of exceptional needs students will participate fully in the core instructional and supplementary programs of the district except in cases mutually determined in a student's Individualized Education Plan (IEP) where a more restrictive educational learning environment is deemed best for a student's needs. 100% of IEPs will continue to be reviewed for appropriate course access in 2023.

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 majority of actions from Goal 1 were fully implemented as planned however not all students benefited equally from their implementation. Some challenges and successes are described below:

Actions 1.1 and 1.11 were focused on complete staffing of Site Librarians and District Data Specialists to provide comprehensive support to unduplicated students. The Site Librarians ensured that evening library hours were held an average of once a week, which provided unduplicated students and their families with access to library services during evenings. The District Data Specialists played a vital role in the partial implementation of the Kern Integrated Data Systems (KiDS), enabling the site support staff to access early warning indicators for identifying academic, behavioral, and social-emotional supports and services. The District Data Specialists played a crucial role in the successful compliance reporting on CALPADS, providing site support staff with early warning indicators. However, providing library and technology services to chronically truant and disengaged students was challenging.

Actions 1.2, 1.3, 1.4, 1.5, and 1.6 aimed to completely implement and staff Educational Technology and Technology staff. The Educational Technology was successfully introduced in the classroom, and technology support programs were efficiently executed. The local usage reports of educational technology in the classroom indicated an average daily usage of 45 minutes, while the Online Instructional Programs local usage reports reported an average daily usage of 31 minutes of Math or ELA intervention programs. Targeted technology programs and devices were provided to students with disabilities, homeless and foster youth, EL students, and lower socio-economic students as identified in their individual student plans.

Actions 1.7 and 1.9 were fully implemented. District Administration was able to provide oversight of English Learner progress data, including observation and evaluation of programs serving English Learners. ATS teachers provided behavior regulation curriculum and restorative justice circles to approximately 311 students at each middle school site.

Actions 1.8, 1.12, and 1.16 aimed to partially staff teachers and aides to serve class size reduction efforts. Sixteen aides were able to provide small group instruction and intervention services to approximately 412 elementary students. Staffing issues posed a challenge in filling revolving aide postions. In the middle school setting, STEM had a focus on providing EL students during the regular school day and intersession days. 95% of group language tutors provided literacy instruction to an average of 5 students per small group instruction.

Actions 1.10, 1.15, and 1.17 were fully implemented, with no substantive differences in actions. Unduplicated students were provided with transportation access based on a one-mile radius to and from school, which resulted in an increase in student attendance rates and engagement. The STEM program exposed students to college and career programs at the middle school having an impact to low-socioeconomic students that would normally not have access to these types of hands-on learning opportunities. The Intervention Coach supported Special Education Teachers and Staff with coaching, mentoring, and professional development to directly impact EL, homeless, and foster students.

Action 1.13 reported that the State of California's Adoption Cycle has been postponed and extended until the ELA and Math Frameworks are approved by the California Department of Education. Due to this postponement, the implementation of the CCSS Textbook Adoption was not implemented.

Action 1.14 involved the full implementation of parent engagement efforts. Parent Square parent contact averaged 92.3% in the 23-24 school year. Parent University sign-in sheets indicated an average attendance of approximately 44 parents, reflecting a low turnout to the district-wide parent universities. Increasing parent engagement remains a challenge.

Other Successes:
Classroom educational technology has continued to evolve, with student Chromebooks proving particularly effective in meeting the one-to-one needs of unduplicated students. Targeted Tier II district interventions for unduplicated subgroups have been more robust than in previous years, with a particular focus on English Language Arts and Mathematics. Through targeted PLC training, the district has been able to establish a more focused approach to leveraging student achievement data to drive instruction. With enhanced oversight of student learning programs, there has been a tangible impact on the universal instructional practices used throughout the district.

Other Challenges:
The district has recognized that revising and consolidating the actions outlined in Goal #1 is a crucial task, as several of these actions overlap in the services they provide. By streamlining these efforts, the district can achieve a more targeted approach to student support, with a particular focus on unduplicated student groups. Moreover, the district has been facing challenges with its future state budget, and the forecast indicates that there will be a significant impact in the form of decreased funding for the LCFF/LCAP. This, in turn, will lead to program, staff, and funding reductions, which the district will need to navigate with care and diligence to ensure that the needs of its students are not compromised.

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.

WUESD conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 1 was $5,997,296. The estimated actual expenditures for 2023-2024 are $6,005,254. The substantive differences are due to the following:

Action 1.1 Cost increase due to increase in health benefits for full-time library secretaries at each site.

Action 1.4 Cost increase due to increase in health benefits for full-time Classified Technology Support Personnel.

Action 1.7 Cost increase due to increase in health benefits and new contract actuals for District Supplemental Programs Oversight - Administration.

Action 1.8 Cost increase due to ADA increase in lower grade levels District-wide, allowing the District to increase the number of FTE teachers in those specific grade levels.

Action 1.10 Increased Access to School Transportation was moved to Goal 4.

Action 1.11 Cost increase in Increased Access to School Transportation due to an increase in ADA of students with disabilities. District increased 11% to 13.1% of students with disabilities. An increase in ADA caused a greater need to curb transportation.

Action 1.13 CCSS Textbook Adoption was modified from the 2022-2023 LCAP to not include funding.

Action 1.14 Parent Involvement was moved to Goal 4.

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

Goal 1 is to increase and expand basic educational services specifically to improve academic achievement in reading/language arts and math. The following includes reviewed progress of Goal #1 actions from Year 1 to Year 3.

All (100%) students were enrolled in a broad course of study as defined by Education Codes 51210 and 51220 and measured and demonstrated by each school site's master schedule from year 1 to year 3 of the LCAP, demonstrating some effectiveness. The following actions have contributed to this improvement: Actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6. These actions have provided students with access and enrollment in a broad course of study to engage in academically rich experiences, intervention support services, and educational technology access.

55.8% of English Learners are making progress toward English Proficiency as measured by the ELPAC and Reported in the Fall 2023 Dashboard, an increase of 11.7% from 2019. The following actions have contributed to this improvement: Actions 1.7 and 1.16. These actions have allowed schools and the district to identify the individualized needs of EL students and provide intervention as needed.

100% participation within supplemental services and programs provided by LCFF and outlined in the district's LCAP was provided to unduplicated students and was verified by the fall 2023 master course schedules. The following actions have contributed to this improvement: Actions 1.11, 1.15, and 1.17. These actions provided unduplicated students with the participation opportunity for supplemental services and programs of STEM, online, and technology instructional programs, and support services by intervention coaches.

Statewide assessment metrics for priority 4A were demonstrated to be not effective. The district average of ELA CAASPP was 47.1 points below standard in 2023 in comparison to 40.2 points below standard in 2019. The district average of Math CAASPP was 84.2 points below standard in 2023 in comparison to 73.7 points below standard in 2019. The following actions were demonstrated to be ineffective: Actions 1.8 and 1.12. Action 1.8 will be strengthened by monitoring small group instruction, universal access (UA), pull-out student groups, and individualized instruction using classroom walk-thru data. Action 1.12 will be removed from the 2024-2025 LCAP.

Other Explanations:

Action 1.10 was moved to Goal #4.

Action 1.13 was not implemented and was categorized as not a contributing action.

Action 1.14 was not implemented and was categorized as not a contributing action.

Action 1.9 could not be fully evaluated for effectiveness since a metric was not identified to monitor improved student behavior in the classroom within this goal.

2022 STAR Assessments: ELA = 27.44% Met or Exceeded Standard / Math = 13.91% Met or Exceeded Standard - 2024 STAR Assessments: ELA = 29.69% Met or Exceeded Standard / Math = 18.88% Met or Exceeded Standard. Local STAR Assessment data demonstrate an increase in making progress in meeting or exceeding standards. This demonstrates a 2.25% increase in ELA and a 4.89 in math compared to year 1 to year 3. This progress made in STAR Assessments does not meet desired outcomes but demonstrates positive progress in student achievement, indicating the continuation of respective actions. This is specifically supported in effectiveness by Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.12, 1.13, and 1.16.

Portable Classroom Rental helped decrease class sizes, fostering increased student and teacher interactions and ultimately increasing student achievement. In Year 1, the portable classrooms serviced approximately 179 students compared to 211 students in Year 3. This demonstrates an increase in students being able to be supported and serviced to increase student and teacher interactions. While this action resulted in an increase in student and teacher interaction, it did not result in improved academic achievement in English language arts and math as expected. Actions 1.12 specifically support this in effectiveness.

EL Progress in CA Dashboard Results District Average - 55.8% for 2023 compared to 44.1% in the 2019 baseline year. This was an increase in progress of 11.7%, and the desired outcome indicated a 15% increase in progress toward English language proficiency, which is a high-performance level. This progress made in EL progress does not meet desired outcomes but demonstrates positive progress in student achievement, indicating the continuation of respective actions. This is specifically supported in effectiveness by Actions 1.7, 1.8, 1.11, 1.15, and 1.16.

Based on an analysis of these results, the district believes actions in Goal #1 are showing to be effective in making progress towards the goals. Year 1 to Year 3 progress may not have met desired outcomes, but demonstrates increased progress to student achievement directly impacting unduplicated student groups. The district understands that the ELPAC, CAASPP, and CAST assessment accountability shall continue to be a targeted focus for the 2024-2025 LCAP.

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.

A summary of the changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice is as follows:

Goal #1 will be revised to the student outcomes category and will be the following: Academic Achievement - Accelerating Student Learning With High Expectations for All. Provide every student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards. The goal is undergoing revision to encompass a broader scope in response to feedback received from our educational partners.

Action 1.1: Based on such advancements and Educational Partners' feedback, action will receive an increase in funding to increase staff at each school site.

Action 1.2: Recevied decrease of funding due to the cutting of classroom educational technology programs.

Action 1.2, 1.5, and 1.6: These actions will be consolidated into one action. Consolidating these actions into a single action, the district can establish focused online and technology support programs that will enhance the academic performance of unduplicated students. This action will also include an increase in funding.

Action 1.3, 1.4, and 1.11: These actions will be consolidated into one action. Integrating technology services across the entire district will enhance coherence and promote efficiency. This action will also include an increase in funding.

Action 1.7, 1.17, 2.1, and 3.8: These actions will be consolidated into one action. Consolidating these actions into a single action, the district can establish focused academic and instructional oversight of student learning that will enhance the academic performance of unduplicated students. This action will also include an increase in funding. Actions will be included in Goal #1.

Action 1.8: This action will be strengthened by monitoring small group instruction, universal access (UA), pull-out student groups, and individualized instruction using classroom walk-thru data. This action will be moved to Goal #2.

Action 1.9: This action will be moved to Goal #2.

Action 1.10: This action will be moved to Goal #4.

Action 1.12: This action will be eliminated due to the educational partners' feedback.

Action 1.13: This action will be eliminated due to the educational partners' feedback.

Action 1.4: This action will be moved to Goal #3.

Action 1.15: This action will be expanded also to include CTE and College and Career Exploration.

Action 1.16: This action will include decreased funding due to program needs.

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	English learner students will advance in English language proficiency and meet high academic standards in all core subjects. Students will increase proficiency through appropriate supplemental staffing to provide enhanced supports for language acquisition, coordinated academic programs for ELs, and intensive outreach to parents regarding pupil progress. The success of this goal will be measured by anticipated growth (+5% year-over-year) on the English Language Proficiency Assessments for California. (ELPAC) Corresponding State LCAP Priorities – Implementation of State Standards and Parental Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A Implementation of CA academic and performance standards	2A Implementation of CA academic and performance standards Though in a distance learning environment during the 2020-2021 school year, the district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration	2A Implementation of CA academic and performance standards During the 2021-2022 school year, the district's implementation of CCSS English Language Arts and Mathematics continues to be considered "fully-implemented" as measured by the district's site administration observation as well as	2A Implementation of CA academic and performance standards 2022-2023 School Year - The district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration observation as well as teacher comments. The implementation of	2A Implementation of CA academic and performance standards 2023-2024 School Year - The district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration observation as well as teacher comments. The implementation of	2A Implementation of CA academic and performance standards The district's implementation of CCSS English Language Arts and Mathematics will be considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, 2023 California

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	observation as well as data, local assessment data, 2019 California School Dashboard results, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars, ELD catchup plans, and fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at	data, local assessment data, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. ELD implementation continues to be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars/schedules, ELD catchup plans, and district-wide fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at the two schools requiring the	performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. 2022-2023 School Year - ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and teacher comments. 2022-2023 School Year - Integrated ELD was considered "partially implemented" administrative observations, teacher comments during the 2021-2022 school year. 2022-2023 School Year - History/Social Science curriculum implementation was	performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. 2023-2024 School Year - ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and teacher comments. 2023-2024 School Year - Integrated ELD was considered "partially implemented" administrative observations, teacher comments during the 2021-2022 school year. 2023-2024 School Year - History/Social Science curriculum implementation was	School Dashboard results, and teacher comments. ELD implementation will be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master-calendars, ELD catchup plans, and the ELPAC during the 2023-2024 school year. Integrated ELD will considered "substantially implemented" during the 2023-2024 school year. Social Science curriculum implementation will be considered "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the two schools requiring the most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English. Integrated ELD was considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2019-2020 school year. History/Social Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school	most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English. Integrated ELD continues to be considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2021-2022 school year. History/Social Science curriculum implementation continues to be deemed "partially implemented" at the district's elementary schools during the 2021-2022 school	deemed "fully implemented" at the district's elementary schools during the 2022-2023 school year as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented." 2022-2023 School Year - NGSS Science curriculum implementation was deemed "fully implemented" at the district's elementary schools as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented."	deemed "fully implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented." 2023-2024 School Year - NGSS Science curriculum implementation was deemed "fully implemented" at the district's elementary schools as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented."	administrative observations, teacher comments, and assessment data. NGSS Science curriculum implementation will be deemed "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year as measured by administrative observations, teacher comments, and assessment data. NGSS Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data.	year as measured by administrative observations, teacher comments, and assessment data. NGSS Science curriculum implementation continious to be "partially implemented" at the district's elementary schools during the 2021-2022 school year as measured by administrative observations, teacher comments, and assessment data.			
2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards	2023-2024 School Year English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. All EL students have access to 100% of integrated and	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency The district will continue professional development with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development occurring during the 2019-2020 school year focused on English Learners. District English Learner Student Coaches transitioned to act as EL liaisons for the district during the pandemic and focus exclusively on students and the families of students at risk of becoming Long Term English Learners. (LTELs) Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.	and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development and begining of the year mandatory training occured during the 2021-2022 school year focused on English Learners. District English Learner Student Coaches focused on servicing EL students based on ELPAC academic band and Long Term English Learners (LTELs) supports and interventions. Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.	and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development occurring during the 2022-2023 school year focused on English Learners. All EL students have access to 100% of integrated and desginated ELD based on SIS master schedules.	desginated ELD based on SIS master schedules.	teachers on the implementation of designated and integrated ELD through 2024 Progress montioring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Efforts to seek parent input in making decisions for district and school sites	3A Parental Engagement • Parent Input is Sought in Decision Making for the School District and School Sites • The district will regularly emphasize parent involvement opportunities in an effort to increase parent participation in the decision making processes. The following is a list of the opportunities to be involved during the 2020-2021 school year: a. Mailed Parent Communications b. AERIES Parent Portal - Mass Mobile	3A Parental Engagement - an average 71% of parent outreach was reached via the Districts mass communication system - Parent Square during the 2021-2022 school year (Source: Aeries SIS Parent Square) • Parent Input is Sought in Decision Making for the School District and School Sites • The district regularly emphasize parent involvement opportunities in an effort to increase parent participation in the decision making processes. The following is a list of the	3A Parental Engagement - an average 73% of parent outreach was reached via the Districts mass communication system - Parent Square during the 2022-2023 school year (Source: Aeries SIS Parent Square)	2023-2024 School Year - an average 74% of parent outreach was reached via the Districts mass communication system (Source: Aeries SIS Parent Square)	3A Parental Engagement Parent outreach will reach 95% or higher through the expanded use of the following methods in place as of 2021:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Texting, Email, and Phone Calls c. Personal Invitations d. Correspondence sent home with students (virtually) e. Family-based events held virtually - Parent University/ EL Parent Nights/ African American Parent Group f. School Marquees g. Use of school site parent liaisons to call specific subgroups of parents h. School counselors, deans, vice principals, EL student coaches, and teacher outreach i. K-3 Literacy systems to communicate student literacy assignments and student growth j. Administration level use of AERIES Parent Communication platform to inform parents regarding site events k. Increased use of the district's website to promote district	opportunities to be involved during the 2021-2022 school year: a. Mailed Parent Communications b. AERIES Parent Portal - Mass Mobile Texting, Email, and Phone Calls c. Personal Invitations d. Correspondence sent home with students e. Family-based events held virtually - Parent University/ EL Parent Nights/ African American Parent Group f. School Marquees g. Use of school site parent liaisons to call specific subgroups of parents h. School counselors, deans, vice principals, EL student coaches, and teacher outreach i. K-3 Literacy systems to communicate student literacy assignments			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	events and important information l. Public meetings held virtually in allow parents to participate from home	and student growth j. Administration level use of AERIES Parent Communication platform to inform parents regarding site events k. Increased use of the district's website to promote district events and important information l. Public meetings held virtually and in person to increase parent participation.			
3B How district promotes participation of parents for unduplicated pupils	3B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils a. Expanded parent education offerings are conducted through parent university events done in tandem with other school sites. Transportation provided as necessary to encourage parents of unduplicated	3B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils a. Expanded parent education offerings are conducted through parent university events done in tandem with other school sites. Transportation provided as necessary to encourage parents of unduplicated	3B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils a. Parent University offers monthly parent education workshops for the 2022-2023 school year. 11% directly engaged in the parent university program. b. 6-8 grade AVID program actively seeks students from	a. 2023-2024 School Year - Parent University offers monthly parent education workshops. 9% directly engaged in the parent university program. b. 2023-2024 School Year - 6-8 grade AVID program actively seeks students from unduplicated subgroups	3B. How The School District Promotes Parent Participation in Programs for Unduplicated Pupils a. Parent University events will be expanded as necessary as the program builds through 2024. The goal is to directly engage 20% of parents in the program by 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	subgroups to attend. Currently the district conducts four events per school year. b. 6-8 grade AVID program actively seeks students from unduplicated subgroups c. Site-specific parent events at all school sites for the English learner subgroup (focusing particularly on Clemens and Burke schools with the highest needs demographically) d. Increased student access to online learning tools for use at home to supplement instruction with well over a 70% increase in participation over 2020-2021	subgroups to attend. Currently the district conducts four events per school year. A total of 6 virtual parent universities were offered during the 2021-2022 school year averaging a 4% of parents actively engaged (Source: Parent University Google Meets sign in sheets). b. 6-8 grade AVID program actively seeked and recruited students from unduplicated subgroups. c. Site-specific parent events at all school sites for the English learner subgroup (focusing particularly on Clemens and Burke schools with the highest needs demographically). Events were held both in person and virtually during the 2021-2022 school year. d. Increased student access to online	unduplicated subgroups c. Site-specific parent events at all school sites for the English learner subgroup (focusing particularly on Clemens and Burke schools with the highest needs demographically) 3 event during 2022-2023 school year. d. Increased student access to online learning tools for use at home to supplement instruction. 100% middle school students were able utlize chromebooks at school and at home and 100% elementary school student had access to chromebooks in the classroom during the 2022-2023 school year.	c. 2023-2024 School Year - Site-specific parent events at all school sites for the English learner subgroup d.2023-2024 School Year - 100% middle school students are able utlize chromebooks at school and at home and 100% elementary school student have access to chromebooks in the classroom	b. 6-8 grade AVID program actively seeks students from unduplicated subgroups c. Site-specific parent events at all school sites for the English learner subgroup. (focusing particularly on Clemens and Burke schools with the highest needs demographically) Six events per year is the goal for 2024. d. Increased student access to online learning tools for use at home to supplement instruction with well over a 70% increase in participation over 2020-2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		learning tools for use at home to supplement instruction. 100% middle school students were able utlize chromebooks at school and at home and 100% elementary school student had access to chromebooks in the classroom during the 2021-2022 school year.			
3C How district promotes participation of parents for pupils with exceptional needs	3C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district continues increased parent participation for students with exceptional needs through a variety of methods such as the following: a. Teacher on special assignment to provides additional	3C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district continues increased parent participation for students with exceptional needs through a variety of methods such as the following: a. Teacher on special assignment to provides additional	3C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district continues increased parent participation for students with exceptional needs through a variety of methods such as the following: a. Teacher on special assignment provides additional supports	a. 2023-2024 School Year - Teacher on special assignment provides additional supports above base levels in the special education department focusing on Moderate Severe SDC students (daily) b. 2023-2024 School Year - Provides updated program handbooks and services flyers to parents to clearly communicate the	3C. How the School District Promotes Parental Participation in Programs for Student with Exceptional Needs. The district will continue the efforts below to increase parent participation outlined for 2021 and beyond. The district will expand these efforts as the need and opportunity arises.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	supports above base levels in the special education department focusing on Moderate Severe SDC students (daily) b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students (annually) c. Mailed invitations for parent participation in annual and triennial IEPs (daily) d. Held IEPs at parent request (as requested) e. Conducted special meetings regarding special placement ((504s, RTI, etc.) as necessary) f. Maintained special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the	supports above base levels in the special education department focusing on Moderate Severe SDC students (daily) b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students (annually) c. Mailed invitations for parent participation in annual and triennial IEPs (daily) d. Held IEPs at parent request (as requested) e. Conducted special meetings regarding special placement ((504s, RTI, etc.) as necessary) f. Maintained special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the	above base levels in the special education department focusing on Moderate Severe SDC students (daily) b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students (annually) c. Mailed invitations for parent participation in annual and triennial IEPs (daily) d. Held IEPs at parent request (as requested) e. Conducted special meetings regarding special placement ((504s, RTI, etc.) as necessary) f. Maintained special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the families of special	available programs for special needs students (annually) c. 2023-2024 School Year - Mailed invitations for parent participation in annual and triennial IEPs (daily) d. 2023-2024 School Year - Held IEPs at parent request (as requested) e. 2023-2024 School Year - Conducted special meetings regarding special placement ((504s, RTI, etc.) as necessary) f. 2023-2024 School Year - Maintained special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the	a. Teacher on special assignments to provide additional supports above base levels in the special education department focusing on Moderate Severe SDC students b. Provides updated program handbooks and services flyers to parents to clearly communicate the available programs for special needs students c. Mailed invitations for parent participation in annual and triennial IEPs d. Held IEPs at parent request e. Conducted special meetings regarding special placement (504s, RTI, etc.) f. Maintained special education staffing above the required level to ensure quick and effective communication and translation of confidential documents to the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	families of special needs students (annually) g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP (as necessary) h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district (annually) The district will increase the services outlined above by monitoring time logs for staff members providing increased services to the subgroup.	families of special needs students (annually) g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP (as necessary) h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district (annually) The district will increase the services outlined above by monitoring time logs for staff members providing increased services to the subgroup.	needs students (annually) g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP (as necessary) h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district (annually) The district will increase the services outlined above by monitoring time logs for staff members providing increased services to the subgroup.	families of special needs students (annually) g. 2023-2024 School Year - Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP (as necessary) h. 2023-2024 School Year - Collaborated with the local SELPA on ideas to better involve parents with the schools and district (annually)	families of special needs students g. Made home visits as necessary to maintain the integrity of the district timelines and the rights of students and parents under an IEP h. Collaborated with the local SELPA on ideas to better involve parents with the schools and district Subgroup engagement logs will indicate the frequency and type of interaction between student, family and special education department. Communication logs and the district AERIES Parent Communication system will be used to set a baseline of parent engagement for the subgroup during the 2021-2022 school year.

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 majority of actions from Goal #2 were fully implemented as planned however not all students benefited equally from their implementation. Some challenges and successes are described below:

Action 2.1, 2.2, 2.3, and 2.4: Actions were successfully implemented to ensure the educational needs of EL students in the district were met. The EL Coordinator and Early Literacy Support staff were adequately staffed to provide fluency assessments, conduct parent outreach, address student support needs (e.g., intervention placement), organize district and site events supporting EL students, and more. Additionally, the EL Student Coaches were fully staffed and achieved remarkable success by providing supplementary ELD instruction to new students at each elementary school site. However, the district faced some challenges in implementing universal systems district-wide, as the EL student needs at each school site differed. This presented a challenge in providing consistent instructional and supplementary materials tailored to the unique needs of EL students at each site. Therefore, the effectiveness of EL instructional strategies and supplemental materials varied across different school sites.

Action 2.5, 2.6, and 2.7: Actions were successfully implemented to ensure that all district school sites had access to current and relevant reading materials. The district purchased Scholastic Weekly Reader (K-5) and Scopes (6-8) to provide EL students with access to engaging and informative reading materials for both school and home. Additionally, K-8 Literacy Program Supplies were made available to students, parents, and families in both online and electronic formats. The implementation of these literacy systems helped to provide all students with equitable access to crucial EL materials and build their literacy skills.

Action 2.9: Implementing site allocations for services to EL students was partially successful. This was primarily due to multiple funding sources providing EL students with appropriate resources, support, and services. However, this challenge has been identified and will be addressed in next year's LCAP. The aim is to make this funding more readily available to all unduplicated student groups, ultimately leading to a more effective use of resources.

Other Successes:
The efforts of the district related to Goal #2 of the LCAP have been progressing steadily during the 2023-2024 school year. The EL Student Coaches have been collaborating and providing services to all EL students in the district. Moreover, the site allocations for services to EL students have enabled the school sites to develop data-driven and targeted plans for EL student services. The EL Parent Liaisons have played a crucial role in increasing the attendance of the EL student subgroup, engaging parents with the school, and improving the academic performance of the subgroup. The EL support personnel have been serving EL student needs at a proportionate rate to their funding through LCAP under Goal #2.

Other Challenges:
After considering the feedback received from educational partners and reflecting on the current progress of Goal #2, it has been identified as a significant challenge for the district. The specificity of this goal has contributed to this challenge. According to the feedback received, EL

student services should be integrated throughout all the goals and actions of the LCAP. To address this challenge, the 2024-2025 LCAP will be modified to ensure that EL student services are more broadly incorporated in all of its goals and actions.

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.

WUESD conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 2 was $1,355,882. The estimated actual expenditures for 2023-2024 are $1,639,469. The substantive differences are due to the following:

Action 2.1 At the commencement of the school year, the EL Coordinator designation was modified from an administrative role to that of a teacher on special assignment, which subsequently led to a reduction in funding.

Action 2.2 Increased cost due to EL support staff increases in pay and benefits package.

Action 2.3 Increased cost due to EL Student Coaches increases in pay and benefits package.

Action 2.4 Increased cost due to English Learner Parent Liaisons staff increases in pay and benefits package.

Action 2.6 The cost of EL supplemental program supplies exceeded our initial budget estimates.

Action 2.7 The cost of K-8 litracy program supplies exceeded our initial budget estimates.

Action 2.8 The site allocations for services provided to EL students were initially under-budgeted, necessitating the allocation of additional funds to meet the requirements.

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

Goal #2 is to provide English learner students with the advancement in English language proficiency and meet high academic standards in all core subjects. The following includes reviewed progress of Goal #2 actions from Year 1 to Year 3.

EL Progress in CA Dashboard Results District Average - 55.8% for 2023 compared to 44.1% in the 2019 baseline year. This was an increase in progress of 11.7%, and the desired outcome indicated a 15% increase in progress toward English language proficiency, which is a high-performance level. The implementation of Goal #2 funding and services enabled the district to resume ELD deployment instruction and high-stakes accountability, with progress monitoring of 100% of all EL students through catch-up plans during the school year. This progress was

maintained at 100% from Year 1 to Year 3, demonstrating positive progress in ELD progress monitoring. The effectiveness of ELD implementation was measured by classroom walkthroughs. Year 1 classroom walkthrough data averaged 24 classroom walkthroughs per month compared to 31 classroom walkthroughs per month in Year 3. This progress made in EL progress meets desired outcomes and demonstrates positive progress in student achievement, indicating the continuation of respective actions. This is specifically supported in effectiveness by Actions 2.1, 2.2, 2.3, and 2.4.

100% of EL students received Scholastic Weekly Readers (K-5), Scopes (6-8), and K-8 literacy systems program supplies from Year 1 to Year 3. 100% of EL newcomers were appropriately enrolled in designated ELD course placement, thereby allowing them to receive EL supplemental program supplies from Year 1 to Year 3. 100% of EL students with ELPAC levels 1-4 were appropriately enrolled in designated ELD course placement from Year 1 to Year 3. 92% of District teachers were able to receive ELD integrated and designated training Year 1 in comparison to 100% in Year 3. This progress made meets desired outcomes and demonstrates positive progress in student achievement, indicating the continuation of respective actions. The effectiveness of Action #2 made progress toward specifically supported by Actions 2.5, 2.6, 2.7, and 2.9.

Based on analyzing these results, the district believes actions in Goal #2 effectively made progress. The district understands that the ELPAC, CAASPP, and CAST assessment accountability shall continue to be a targeted focus for the 2024-2025 LCAP.

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.

A summary of the changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice is as follows:

After considering the feedback received from educational partners and reflecting on the current progress of Goal #2, it has been identified as a significant challenge for the district. The specificity of this goal has contributed to this challenge. According to the feedback received, EL student services should be integrated throughout all the goals and actions of the LCAP. To address this challenge, the 2024-2025 LCAP will be modified to ensure that EL student services are more broadly incorporated in all of its goals and actions.

Goal #2 will be revised to the conditions of learning category and will be the following: Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs while ensuring equitable access to resources and interventions. The goal is undergoing revision to encompass a broader scope in response to feedback received from our educational partners.

Action 2.1 and 2.2: Recevied decrease of funding due to staffing changes.

Action 2.1, 1.7, 1.17, and 3.8: These actions will be consolidated into one action. Consolidating these actions into a single action, the district can establish focused academic and instructional oversight of student learning that will enhance the academic performance of unduplicated students. This action will also include an increase in funding. Actions will be included in Goal #1.

Action 2.2, 2.3, 2.4, and 4.7: These actions will be consolidated into one action. Consolidating these actions into a single action, the district will be able to provide comprehensive EL services, programs, and funding for EL students, thereby enabling the establishment of an EL department and focal services at each school site where the services are needed. This action will also include an increase in funding. Actions will be included in Goal #2.

Action 2.5: Recevied decrease of funding due to cost savings of relevant reading material.

Action 2.5, 2.6, 2.7, and 2.9: These actions will be consolidated into one action. Consolidating these actions into a single action, the district will be able to provide comprehensive EL instructional materials and supplies for EL students, thereby enabling the establishment of EL site allocations and focal materials and supplies at each school site where the services are needed. This action will also include an increase in funding. Actions will be included in Goal #2.

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	The district shall offer high-quality teacher training to support and develop the most qualified academicians possible. These efforts will be accomplished by implementing targeted supplemental professional development based on the data identified needs of students utilizing teacher leaders to point the way while also developing the teaching skills of the district's newest educators. To measure progress, the district will employ administrative observations to track the consistency of the implementation of district initiatives and monitor student subgroup growth on state assessments. Corresponding State LCAP Priorities – Implementation of State Standards and Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A Implementation of CA academic and performance standards	2A Implementation of CA academic and performance standards Though in a distance learning environment during the 2020-2021 school year, the district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration	2A Implementation of CA academic and performance standards During the 2021-2022 school year, the district's implementation of CCSS English Language Arts and Mathematics continues to be considered "fully-implemented" as measured by the district's site administration observation as well as	2A Implementation of CA academic and performance standards 2022-2023 School Year - The district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration observation as well as teacher comments. The implementation of	2A Implementation of CA academic and performance standards 2023-2024 School Year - The district's implementation of CCSS English Language Arts and Mathematics is considered "fully-implemented" as measured by the district's site administration observation as well as teacher comments. The implementation of	2A Implementation of CA academic and performance standards The district's implementation of CCSS English Language Arts and Mathematics will be considered "fully-implemented" as measured by the district's site administration observation as well as data, local assessment data, 2023 California

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	observation as well as data, local assessment data, 2019 California School Dashboard results, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars, ELD catchup plans, and fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at	data, local assessment data, and teacher comments. The implementation of performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. ELD implementation continues to be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master calendars/schedules, ELD catchup plans, and district-wide fluency assessment results. English Learner Student Coaches, in place since the beginning of the 2018-2019 school year at the two schools requiring the	performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. 2022-2023 School Year - ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and teacher comments. 2022-2023 School Year - Integrated ELD was considered "partially implemented" administrative observations, teacher comments during the 2021-2022 school year. 2022-2023 School Year - History/Social Science curriculum implementation was	performance standards was implemented with a growing level of fidelity to district expectations; however, there is still room to grow in this area. 2023-2024 School Year - ELD implementation is considered "fully implemented" as measured by administrative walkthroughs and teacher comments. 2023-2024 School Year - Integrated ELD was considered "partially implemented" administrative observations, teacher comments during the 2021-2022 school year. 2023-2024 School Year - History/Social Science curriculum implementation was	School Dashboard results, and teacher comments. ELD implementation will be considered "fully implemented" as measured by administrative walkthroughs and online program utilization data, school master-calendars, ELD catchup plans, and the ELPAC during the 2023-2024 school year. Integrated ELD will considered "substantially implemented" during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. Social Science curriculum implementation will be considered "substantially implemented" at the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the two schools requiring the most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English. Integrated ELD was considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2019-2020 school year. History/Social Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school	most differentiated support for the subgroup, make a significant impact on the newcomer and emerging English Learner students. Data demonstrates that these students, and their parents, are receiving dramatically more support to accelerate the acquisition of English. Integrated ELD continues to be considered "partially implemented" administrative observations, teacher comments, and assessment data during the 2021-2022 school year. History/Social Science curriculum implementation continues to be deemed "partially implemented" at the district's elementary schools during the 2021-2022 school	deemed "fully implemented" at the district's elementary schools during the 2022-2023 school year as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented." 2022-2023 School Year - NGSS Science curriculum implementation was deemed "fully implemented" at the district's elementary schools as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented."	deemed "fully implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented." 2023-2024 School Year - NGSS Science curriculum implementation was deemed "fully implemented" at the district's elementary schools as measured by administrative observations, teacher comments. The extent of implementation was considered "fully implemented."	district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data. NGSS Science curriculum implementation will be deemed "substantially implemented" at the district's elementary schools during the 2023-2024 school year as measured by administrative observations, teacher comments, and assessment data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year as measured by administrative observations, teacher comments, and assessment data. NGSS Science curriculum implementation was deemed "partially implemented" at the district's elementary schools during the 2019-2020 school year as measured by administrative observations, teacher comments, and assessment data.	year as measured by administrative observations, teacher comments, and assessment data. NGSS Science curriculum implementation continious to be "partially implemented" at the district's elementary schools during the 2021-2022 school year as measured by administrative observations, teacher comments, and assessment data.			
2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency English Learner access to Common Core State Standards	2023-2024 School Year - English Learner access to Common Core State Standards and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. All EL students have access to 100% of integrated and	2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency The district will maintain six professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Six sessions of professional development occurring during the 2019-2020 school year focused on English Learners. District English Learner Student Coaches transitioned to act as EL liaisons for the district during the pandemic and focus exclusively on students and the families of students at risk of becoming Long Term English Learners. (LTELs) Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.	and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development and begining of the year mandatory training occured during the 2021-2022 school year focused on English Learners. District English Learner Student Coaches focused on servicing EL students based on ELPAC academic band and Long Term English Learners (LTELs) supports and interventions. Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.	and ELD curriculum for both designated and integrated ELD continued to be a major area of focus across the district. Several sessions of professional development occurring during the 2022-2023 school year focused on English Learners. All EL students have access to 100% of integrated and desginated ELD based on SIS master schedules.	desginated ELD based on SIS master schedules.	development opportunities with teachers on the implementation of designated and integrated ELD through 2024. This will be demonstrated through Agendas, presentation materials, and staff sign-in documentation Teachers will have at least six ELD related training opportunities each year as measured by the district's PD calendar Progress monitoring for 100% of all EL students during each school year will take place through DIBELS and Catch-Up Plan implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Statewide assessments	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. 2019 Dashboard results will be used for Year 1 Outcome District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data - New School Opened 2019	4.A.i. State Assessments 2022 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 48.2 points below standard - 14.2 points below-desired outcome John L. Prueitt Elementary - 30.6 points below standard Karl F. Clemens Elementary - 80.1 points below standard James A. Forrest Elementary - 43.3 points below standard Teresa Burke Elementary - 50 points below standard Thomas Jefferson Middle - 53 points below standard	4A. State Assessments 2023 ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 47.1 points below standard John L. Prueitt Elementary - 10.7 points below standard Karl F. Clemens Elementary - 72.7 points below standard James A. Forrest Elementary - 45.2 points below standard Teresa Burke Elementary - 54.9 points below standard Thomas Jefferson Middle - 55.1 points below standard Palm Avenue Middle School - 41.5 points below standard	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 34 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 12 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 34 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard -	Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard	Palm Avenue Middle School - 35.8 points below standard 2022 MATHEMATICS DASHBOARD RESULTS District Average - 89.5 points below standard - 26.5 points below- desired outcome John L. Prueitt Elementary - 60.4 points below standard Karl F. Clemens Elementary - 97.2 points below standard James A. Forrest Elementary - 67.3 points below standard Teresa Burke Elementary - 66 points below standard Thomas Jefferson Middle - 108.1 points below standard	2023 MATHEMATICS DASHBOARD RESULTS District Average - 84.2 points below standard John L. Prueitt Elementary - 40.6 points below standard Karl F. Clemens Elementary - 85 points below standard James A. Forrest Elementary - 64 points below standard Teresa Burke Elementary - 61.1 points below standard Thomas Jefferson Middle - 104.9 points below standard Palm Avenue Middle School - 106.4 points below standard 2023 CALIFORNIA SCIENCE TEST (CAST) RESULTS	Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average results 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 63 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 37 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 California School Dashboard Indicator ORANGE • Special Education (Math) African American (Math and Language Arts) RED • Special Education (Math) YELLOW AND ABOVE • All Other Subgroups 2018-2019 CALIFORNIA	- Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 California School Dashboard Indicator ORANGE • Special Education (Math) African American (Math and Language Arts) RED	Palm Avenue Middle School - 105.2 points below standard 2022 CALIFORNIA SCIENCE TEST (CAST) RESULTS % Meeting or Exceeding Standards 5th Grade 15.97% 8th Grade- 15.93%	% Meeting or Exceeding Standards 5th Grade 12.87% 8th Grade- 13.68%	James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 43 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 63 points below standard - Increase of 15% over 2019 district average results 2023-2024 CAST Goal % Meeting or Exceeding Standards • 5th Grade 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards • 5th Grade 15.44% • 8th Grade- 13.73%	• Special Education (Math) YELLOW AND ABOVE • All Other Subgroups 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards • 5th Grade 15.44% • 8th Grade- 13.73%			• 8th Grade- 20% 2023-2024 Goal: YELLOW OR ABOVE IN ALL INDICATORS • All Subgroups
4B. Percentage of pupils who successfully completed A-G requirements	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A	NA	4B. Percentage of pupils who successfully completed A-G requirements N/A
4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways	NA	4C. Percentage of pupils who have successfully CTE pathways

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	N/A	N/A	N/A		N/A
4D. Percentage of pupils completing A-G and CTE sequences/programs	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A	NA	4D. Percentage of pupils completing A-G and CTE sequences/programs N/A
4E. Percentage of EL pupils making progress toward English proficiency	4E. Percentage of EL pupils making progress toward English proficiency Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard) (19-20 not available) 2019 - 44.1% making progress towards English language proficiency LISTENING Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93%	4E. Percentage of EL pupils making progress toward English proficiency As measured by local data - 2021 21.24% Making Progress Towards English Proficiency LISTENING Well Developed - 14.65% Somewhat/Moderately - 65.22% Beginning - 20.13% Total number of students by grade for all levels - 1,223 SPEAKING	2022 ENGLISH LEARNER PROGRESS DASHBOARD RESULTS District Average - 55.7% making progress toward English language proficiency LISTENING Well Developed - 24.30% Somewhat/Moderately - 61.49% Beginning - 14.20% Total number of students by grade for all levels - 1,218 SPEAKING	2023 ENGLISH LEARNER PROGRESS DASHBOARD RESULTS 55.8% making progress toward English language proficiency LISTENING Well Developed - 22.68% Somewhat/Moderately - 61.64% Beginning - 15.69% Total number of students by grade for all levels - 1,173 SPEAKING Well Developed - 41.04%	4E. Percentage of EL pupils making progress toward English proficiency 15% Increase from Baseline Data on 2018-2019 ELPAC Administration 2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide) LISTENING Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34% Total number of students by grade for all levels - 1194 READING Well Developed - 5.9% Somewhat/Moderately - 54.25% Beginning - 39.85% Total number of students by grade for all levels - 1194 WRITING Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194	Well Developed - 28.56% Somewhat/Moderately - 50.08% Beginning - 21.36% Total number of students by grade for all levels - 1,223 READING Well Developed - 5.73% Somewhat/Moderately - 46.07% Beginning - 48.20% Total number of students by grade for all levels - 1,223 WRITING Well Developed - 6.14% Somewhat/Moderately - 60.64% Beginning - 33.22% Total number of students by grade for all levels - 1,223	Well Developed - 36.73% Somewhat/Moderately - 46.59% Beginning - 16.68% Total number of students by grade for all levels - 1,218 READING Well Developed - 7.64% Somewhat/Moderately - 51.07% Beginning - 41.30% Total number of students by grade for all levels - 1,218 WRITING Well Developed - 13.55% Somewhat/Moderately - 63.14% Beginning - 23.32% Total number of students by grade for all levels - 1,218	Somewhat/Moderately - 41.04% Beginning - 17.93% Total number of students by grade for all levels - 1,173 READING Well Developed - 11.68% Somewhat/Moderately - 48.08% Beginning - 40.24% Total number of students by grade for all levels - 1,173 WRITING Well Developed - 24.30% Somewhat/Moderately - 53.71% Beginning - 21.99% Total number of students by grade for all levels - 1,173	Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14% Total number of students by grade for all levels - 1194 READING Well Developed - 7% Somewhat/Moderately - 56% Beginning - 37% Total number of students by grade for all levels - 1194 WRITING Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4F. English Learner reclassification rate	4F. 2020-2021 English Learner reclassification rate (DataQuest) - 5.4%	4F. 2021-2022 English Learner reclassification rate Aeries Local Data - 6.80%	4F. 2022-2023 English Learner Reclassification Rate The most recent data on DataQuest is from 2020-2021 - English Learner rclassification rate (DataQuest) - 5.4% 2022-2023 Aeries Local Data - 7.03%	4F. 2023-2024 English Learner Reclassification Rate The most recent data on DataQuest is from 2020-2021 - English Learner rclassification rate (DataQuest) - 5.4% 2023-2024 Aeries Local Data - KiDS 14.72%	4F. English Learner Reclassification Rate Goal 12%
4G. Percentage of pupils passing AP exam with 3 or higher	4G. Percentage of pupils passing AP exam with 3 or higher N/A	4G. Percentage of pupils passing AP exam with 3 or higher N/A	4G. Percentage of pupils passing AP exam with 3 or higher N/A	NA	4G. N/A
4H. Percentage of pupils who demonstrate EAP	4H. Percentage of pupils who demonstrate EAP N/A	4H. Percentage of pupils who demonstrate EAP N/A	4H. Percentage of pupils who demonstrate EAP N/A	NA	4H. N/A

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 majority of actions from Goal #3 were fully implemented as planned however not all students benefited equally from their implementation. Some challenges and successes are described below:

Action 3.1, 3.2, and 3.3: Supplemental Professional Development was implemented in its entirety, allowing all certificated staff (91% attendance) and voluntary classified staff (60% attendance) to receive training days before the commencement of the 2023-2024 school year. The training was designed to address and resolve barriers to learning encountered by unduplicated students, such as low socioeconomic, homeless/foster, and English Learners. The certificated staff and voluntary classified staff received training on a variety of topics, including Math Instruction, Social-Emotional Learning, Behavior Supports, Open Educational Resources, and more. New teachers were provided with five intense and targeted onboarding professional development sessions, attaining a 100% attendance rate. The professional development sessions included Explicit Direct Instruction, Integrated ELD, Classroom Management, PLCs, Data Analysis, and Assessment Development. The challenge of new teacher onboarding was resolved by allocating additional funds for targeted training. All the classified staff (100% attendance) completed mandated training via Kyte Learning on Public Relations, Conflict Deescalation, and Building Appropriate Relationships with Students. However, classified employee feedback suggests increasing professional development opportunities throughout the year, as the challenge of classified professional development is that it only includes one day.

Action 3.4 and 3.6: Pertaining to Flexible Professional Development Activities, were partially executed, thereby allowing certificated staff members to attend professional development and training programs throughout the school year. As a result, approximately 22 administrators, 71 teachers, 17 TOSAs, and 6 counselors were able to derive the benefits of flexible professional development activities. The scope of flexible professional development included a wide range of programs such as PLC certification, ACSA Academies, Child and Welfare (SARB) certification, and numerous KCSOS ongoing network and collaborative trainings. The primary challenge that needs to be addressed is the funding required for continued implementation of flexible professional development activities. Apart from the aforementioned programs, professional development also included workshops, conferences, and presentations.

Action: 3.5: The implementation of the District Curriculum Committee was partially executed due to the delay in the adoption of curriculum and textbooks. This delay is likely to continue to pose a challenge in the coming years. Despite the aforementioned challenges, the District Curriculum Committee was partially operational in the local development of identification of essential standards, pacing guide alignment, and short-cycle assessment development. This year, approximately 48 teachers district-wide participated in the District Curriculum Committee.

Action 3.7: Pertaining to the increased daily instruction, was successfully executed throughout the 2023-2024 school year. The increased instructional time was dedicated to addressing the prescriptive needs of unduplicated students, with a focus on addressing their unique learning loss situations. However, the challenge that needs to be addressed is the funding required for the continued implementation of increased daily instruction, as we may face budget constraints in the upcoming years.

Other Successes:
There have been significant advancements in the District's efforts related to Goal #3 of the LCAP during the 2023-2024 school year. The importance of professional development for all teachers and staff throughout the year cannot be overstated. The professional development

programs implemented during the 2023-2024 school year included Math Talks, Social Emotional Learning, Behavior Support, and much more. The New Teacher Academy Professional Development program provided support to over 24 new teachers District-wide in areas such as classroom management and explicit direct instruction. The District also provided continuous professional development opportunities to classified staff to address and overcome learning barriers faced by unduplicated students (low socioeconomic, homeless/foster, English learners). Additionally, the District developed professional development programs for classified staff to focus on student engagement and building a positive school culture.

Other Challenges:
As mentioned earlier, funding restraints may pose a challenge in the upcoming years. However, as a District, we remain committed to reducing programs and initiatives before reducing staff and personnel. This may impact Goal #3, as efforts are being made to retain staff and personnel in other goals and actions. This will be a significant challenge, and the District will need to seek out innovative ways and other resources for professional development and training. Another challenge is the need to add additional or alternate staff for professional development and training. As mentioned earlier, only a limited number of teachers and staff members can participate in professional development and training. Therefore, the District is committed to cycling in new and different staff members in the upcoming school year, ensuring equitable access to professional development and training opportunities.

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.

WUESD conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 2 was $1,577,515. The estimated actual expenditures for 2032-2024 are $1,586,732. The substantive differences are due to the following:

Action 3.1 Increased cost due to staff increases in pay and benefits package directly affecting Teacher extra pay.

Action 3.5 Significant decreased cost due to the Educator Effectiveness Block Grant and other state and federal one-time funding being able to pay for District Curriculum Committee initiatives, teacher extra pay, and sub-coverage pay.

Action 3.6 Workshops, Conferences, and Presenters were more expensive than expected.

Action 3.7 Increased Daily Instruction was more than budgeted due to teacher and staff pay increases and benefits packages.

Goal #3 is to offer high-quality teacher training to support and develop the most qualified academicians possible. The following includes reviewed progress of Goal #3 actions from Year 1 to Year 3.

Actions 3.7 and 3.8 have demonstrated to be ineffective based on statewide assessment data. The district average of ELA CAASPP was 47.1 points below standard in 2023 in comparison to 40.2 points below standard in 2019. The district average of Math CAASPP was 84.2 points below standard in 2023 in comparison to 73.7 points below standard in 2019. Action 3.7 will be strengthened by monitoring the increased daily instructional 20 minutes that include academic intervention and SEL supports using classroom walk-thru data. Action 3.8 will be strengthened by monitoring instructional programs targeted to unduplicated student groups by classroom walkthru and instructional rounds data.

Actions 3.3 and 3.9 did not include metric systems to monitor progress toward the goal therefore demonstrating ineffectiveness. Action 3.3 will be strengthened to include classified professional development that aligns with LCFF priorities and the whole child resource map and will be monitored by school climate surveys. Action 3.9 will be removed from the 2024-2025 LCAP.

EL Progress in CA Dashboard Results District Average - 55.8% for 2023 compared to 44.1% in the 2019 baseline year. This was an increase in progress of 11.7%, and the desired outcome indicated a 15% increase in progress toward English language proficiency, which is a high-performance level. EL reclassification rates increased from 5.4% in Year 1 to 14.72 in Year 3, having an increase of 9.32%. This is specifically supported in effectiveness by Actions 3.1, 3.2, 3.4, 3.5, and 3.6.

Following a thorough analysis of the results, the district has concluded that the actions taken under Goal #3 have effectively made progress toward achieving the set actions and overall goal. The district acknowledges that teachers and staff still require continuous support and professional development to cater to the needs of unduplicated pupils. Therefore, it is imperative that the 2024-2025 LCAP continues to include high-quality teacher training programs aimed at supporting and developing the most qualified academicians possible.

A summary of the changes made to the actions for the coming year that resulted from reflections on prior practice is as follows:

After considering the feedback received from educational partners and reflecting on the current progress of Goal #3, it has been identified as a significant challenge for the district. The specificity of this goal has contributed to this challenge. According to the feedback received, high-quality teacher and staff training should be integrated throughout all the goals and actions of the LCAP. To address this challenge, the 2024-2025 LCAP will be modified to ensure high-quality teacher and staff training is more broadly incorporated into all its goals and actions.

Goal #3 will be revised to the engagement category and will be the following: Culture & Safety - Create a school culture that fosters a safe and supportive environment conducive to learning and cultivates a sense of connection and belonging for all students and staff. The goal is undergoing revision to encompass a broader scope in response to feedback received from our educational partners.

Goal #3 metrics will be revised to the following: Priority 3A Parent Input—Utilizing local Training Dates: Sign In Sheets, Agendas data, desired outcomes of obtaining 25% parent input particiaption. Priority 3B Parent Participation - Unduplicated—Utilizing local Training Dates: Sign In Sheets, Agendas data, desired outcomes of obtaining 25% parent input particiaption. Priority 3C Parent Participation - SWDs—Utilizing local Training Dates: Sign In Sheets, Agendas data, desired outcomes of obtaining 25% parent input particiaption. Priority 5A Attendance Rates—Utilizing local KiDS data, desired outcomes of maintaining 95% attendance rate. Priority 5B Chronic Absenteeism—Utilizing CA Dashboard data, desired outcomes of decreasing 1-2%. Priority 5C Middle School Dropout Rate—Utilizing CALPADS Report 8.1c data, desired outcomes of maintaining 0% drop out rate.Priority 6A Pupil Suspension Rates—Utilizing CA Dashboard data, desired outcomes of maintaining .5% suspension rate. Priority 6B Pupil Expulsion Rates—Utilizing CA Dashboard data, desired outcomes of maintaining 0% of expulsion rate. Priority 6C Survey of Safety and Climate—Utilizing Student Connected Surveys local KiDS data, desired outcomes of maintaining 73.67% of student strongly agree or agree in feeling belonging in school.

Action 3.1, 3.3, 3.4, 3.5, and 3.6: These actions will be consolidated into one action. By consolidating these actions into a single action, the district can establish focused professional development and training for all staff that will directly impact unduplicated students. This action will also include an increase in funding. Actions will be included in Goal #2.

Action 3.2: The district has decided to exclude this action from the 2024-2025 LCAP based on the educational partner's feedback and transfer it to Title II categorical funding. Consequently, all new teacher professional development and training initiatives in the district will be funded by Title II.

Action 3.5: Funding has been reduced because the Educator Effectiveness Grant allowed for funding for curriculum teams.

Action 3.7: This action will be moved to Goal #2.

Action 3.8, 1.7, 1.17, and 2.1: These actions will be consolidated into one action. Consolidating these actions into a single action, the district can establish focused academic and instructional oversight of student learning that will enhance the academic performance of unduplicated students. This action will also include an increase in funding. Actions will be included in Goal #1.

Action 3.9: Recevied decrease of funding due to staffing changes. This action will be eliminated due to the educational partners' feedback.

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

Goals and Actions

Goal

Goal #	Description
4	The district shall provide a safe and drug-free learning environment, a positive school climate, and maintain a college-going culture that considers other career pathways. Students will feel these benefits by supplemental staff to increase coordinated academic, health, and social and emotional programs and services at school. The effectiveness of these services will be monitored by improved physical fitness and student connectedness to the school as measured by the California Healthy Kids Survey and State Physical Fitness Testing. Corresponding State LCAP Priorities – School Climate, Student Engagement, and "Other" Local Measures

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A School attendance rates as measured by local data from Student Information System (SIS)	5A School attendance rates 2018-2019 Attendance: (2019-2020 Data is N/A Due to the COVID-19 Pandemic) End of Year 2019 District-wide - 96.78%	5A School attendance rates (2019-2020 and 2020-2021 Data is N/A Due to the COVID-19 Pandemic) End of Year 2022 District-wide - 92.28%	5A School attendance rates End of Year 2023 District-wide - 93.08%	5A School attendance rates End of Year 2024 District-wide - 93.88% as of the last day of school.	5A School attendance rates 2023-2024 Attendance: End of Year District-wide - 98.5%
5B Chronic absenteeism rates as measured by local data from (SIS)	5B Chronic absenteeism rate 2019 End-of-Year 6.2% chronically absent	5B Chronic absenteeism rate (2019-2020 and 2020-2021 Data is N/A Due	5B Chronic absenteeism rate 2022 End-of-Year Chronic absenteeism rate 2023 End-of-Year	5B Chronic absenteeism rate 2023-2024 End-of-Year	5B Chronic absenteeism rate End of Year District-wide - 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to the COVID-19 Pandemic) Chronic absenteeism rate 2022 End-of-Year 30.4% chronically absent	23.63% Chronic Absenteeism absent	Chronic absenteeism rate 2023 End-of-Year 20% Year to Data District-wide chronic absenteeism	
5C Middle school dropout rates as measured by local data from (SIS)	5C Middle school dropout rates District = 0.02%	5C Middle school dropout rates (2019-2020 and 2020-2021 Data is N/A Due to the COVID-19 Pandemic) Chronic absenteeism rate 2022 End-of-Year Middle school dropout rates 0%	5C Middle school dropout rates District = 0.00% Chronic absenteeism rate 2023 End-of-Year Middle school dropout rates 0%	5C Middle school dropout rates District = 0.00% Middle school dropout rate 0% for the 2023-2024 school year.	5C Middle school dropout rates District 0.0%
5D High school dropout rates N/A	5D High school dropout rates N/A	5D High school dropout rates N/A	5D High school dropout rates N/A	NA	5D High school dropout rates N/A
5E High school graduation rates- N/A	5E High school graduation rates N/A	5E High school graduation rates N/A	5E High school graduation rates N/A	NA	5E High school graduation rates N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A Pupil suspension rates as measured by local data from (SIS)	6A Pupil suspension rates 2019-2020 End-of-Year Results 0.6% suspended at least once	6A Pupil suspension rates (2019-2020 and 2020-2021 Data is N/A Due to the COVID-19 Pandemic) Pupil suspension rates 2022 End-of-Year rates 0.6%	6A Pupil suspension rates 2023 End-of-Year rates 0.8%	6A Pupil suspension rates 2024 End-of-Year rates .02%	6A Pupil suspension rates 2023-2024 End-of-Year Results 0.5% suspended at least once
6B Pupil expulsion rates as measured by local data from (SIS)	6B Pupil expulsion rates 2019-2020 End-of-Year Results District = 0.00%	6B Pupil expulsion rates (2019-2020 and 2020-2021 Data is N/A Due to the COVID-19 Pandemic) 2022 End-of-Year rates 0.00%	6B Pupil expulsion rates 2023 End-of-Year rates 0.00%	6B Pupil expulsion rates 2024 End-of-Year rates 0.00%	6B Pupil expulsion rates 2023-2024 End-of-Year Results District = 0.00%
6C Other local measures on sense of safety and school connectedness - California Healthy Kids Survey Results	6C 2019-2020 California Healthy Kids Survey Results - 7th Grade	6C 201-2022 California Healthy Kids Survey Results - 7th Grade	6C 2022-2023 California Healthy Kids Survey Results - 7th Grade	6C 2023-2024 California Healthy Kids Survey Results - 7th Grade	6C 2023-2024 California Healthy Kids Survey Results - 7th Grade - Climate Goal: 10% Growth Over 2019 Data in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1. Perceived Safety at School: • 71% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 67% of students believe this statement is true	1. Perceived Safety at School: • 67% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 65% of students believe this statement is true	1. Perceived Safety at School: • 61% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 58% of students believe this statement is true	1. Perceived Safety at School: • 72% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 68% of students believe th	following areas: 1. Perceived Safety at School: • 78% of students report feeling "Safe" or "Very Safe" 2. At my school, there is a teacher of some other adult who really cares about me. • 74% of students believe this statement is true
Pupil outcomes in subjects described in 51210/51220 8A Physical Fitness Exams	8A Physical Fitness Exams 2018-2019 5th Grade State Physical Fitness Goal: • Aerobic Capacity – 52.8% in Healthy Fitness Zone (HFZ) • Body Composition	8A Physical Fitness Exams Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. No State Assessments were adminstered due to the COVID-19 pandemic. 2018-2019 5th Grade State	8A Physical Fitness Exams 2022-2023 5th Grade State Physical Fitness: • Aerobic Capacity – 58.2% in Healthy Fitness Zone (HFZ)	8A Physical Fitness Exams 2023-2024 5th Grade State Physical Fitness: • Aerobic Capacity – 61.1% in Healthy Fitness Zone (HFZ)	8A Physical Fitness Exams 2018-2019 5th Grade State Physical Fitness Goal: 15% Growth Over 2019 Data • Aerobic Capacity – 60% in Healthy Fitness Zone (HFZ)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	– 45.9% in Healthy Fitness Zone (HFZ) 2018-2019 7th Grade State Physical Fitness Goal: • Aerobic Capacity – 64.8% in Healthy Fitness Zone (HFZ) • Body Composition – 55.8% in Healthy Fitness Zone (HFZ)	Physical Fitness Goal baseline data will continued to be used: • Aerobic Capacity – 52.8% in Healthy Fitness Zone (HFZ) • Body Composition – 45.9% in Healthy Fitness Zone (HFZ) 2018-2019 7th Grade State Physical Fitness Goal: • Aerobic Capacity – 64.8% in Healthy Fitness Zone (HFZ) • Body Composition – 55.8% in Healthy Fitness Zone (HFZ)	• Body Composition – 49.3% in Healthy Fitness Zone (HFZ) 2022-2023 7th Grade State Physical Fitness: • Aerobic Capacity – 68.7% in Healthy Fitness Zone (HFZ) • Body Composition – 56.4% in Healthy Fitness Zone (HFZ)	• Body Composition – 51.9% in Healthy Fitness Zone (HFZ) 2023-2024 7th Grade State Physical Fitness: • Aerobic Capacity – 72.0% in Healthy Fitness Zone (HFZ) • Body Composition – 57.6% in Healthy Fitness Zone (HFZ)	• Body Composition – 53% in Healthy Fitness Zone (HFZ) 2018-2019 7th Grade State Physical Fitness Goal: 15% Growth Over 2019 Data • Aerobic Capacity – 75% in Healthy Fitness Zone (HFZ) • Body Composition – 64% in Healthy Fitness Zone (HFZ)

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

Goal Analysis

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

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

The following actions from Goal #4 were fully implemented as planned; however, not all students benefited equally from their implementation. Some challenges and successes are described below:

Actions 4.1, 4.2, 4.11, and 4.14: Actions were successfully implemented during the 2023-2024 school year. Each school site was fully staffed with School Counselors and Behavior Intervention Specialists, who were able to expand the Character Strong SEL curriculum district-wide to students and staff. A total of 114 counseling groups, including anger management, grief, and behavior, were conducted, and training was provided for all district teachers on meeting students' SEL needs. Furthermore, the counselors established 14 CPI trainings for District staff. Health Services were also fully staffed at each school site, and the District Nurses provided training on Epi-Pen, Narcan, Diabetic Awareness, Wellness, Heat Illness, and CPR certification across the district. Assistant Principals successfully monitored the progress of RTI students and after-school intervention classes, while Academic Deans provided attendance interventions to 100% of students who were identified as chronically truant or at risk of graduation.

Actions 4.3, 4.4, and 4.6: Actions were successfully implemented at each school site during the 2023-2024 school year. AVID, Music, and Physical Education were fully staffed, and 100% of all District students received Physical Education classes. Approximately 41% of EL students participated in the Music Program, while 38% of EL students participated in the AVID Program. However, increasing the enrollment of EL students in both programs remains a challenge. Success in both programs served approximately 311 students at the Middle School level, of which 87% were socioeconomically disadvantaged.

Actions 4.5, 4.8, 4.9, 4.10, and 4.13: Actions were successfully implemented during the 2023-2024 school year. ELOP fully implemented and funded extra-curricular programs, and the District Extracurricular Competitions were fully implemented using LCAP and ELOP funding. Approximately 74% of students participating in these competitions were from unduplicated student groups.
Academic Achievement Awards and Incentives were fully implemented, with each school receiving an allocation through LCFF based on the percentage of unduplicated students. LCAP surveys and forums have identified extracurricular sports programs as significant motivators for students, and LCFF funds were fully implemented to provide a conduit for the district to maintain and possibly expand sports programs at the middle schools. The Mentorship Program was also fully staffed and implemented, offering weekly after-school mentorship opportunities to participating students at each school site.

Actions 4.7 and 4.12: Actions were successfully implemented during the 2023-2024 school year. The LCFF and LCAP Translator were fully staffed and were able to provide translation services for IEP meetings, IEP documentation, Parent Conferences, Board Meetings, and other District correspondence. The Maintenance, Operations, and Transportation Staff, which included Groundskeepers, Maintenance personnel, Bus Drivers, and Custodians, were fully staffed. This staff provided support and services to keep school sites safe, clean, and orderly, thereby positively impacting the school culture and climate.

Action 4.15: Action was successfully implemented during the 2023-2024 school year. Homeless and Foster Youth Support were fully implemented. Counselors collaborated with other school site staff to provide ongoing school supplies, clothing, hygiene kits, and other resources to Homeless and Foster Youth.

Action 4.16: Action was successfully implemented during the 2023-2024 school year. The Increased Access to School Transportation action provided transportation to all students residing one mile or more from their school of residency. The action was successful in improving attendance rates and increasing student engagement.

Action 4.17: Action was successfully implemented during the 2023-2024 school year. Parent Engagement action included seven district-wide parent university sessions and five LCAP parent advisory sessions was successful in increasing family engagement across the district, with participation rates increasing by 5%.

Other Successes:
Throughout the 2023-2024 school year, the District has made significant strides in achieving Goal #4 of the LCAP. This goal was critical in meeting the social-emotional and safety needs of all students, and the district took several steps to ensure success. Enhanced health services were provided at all schools, allowing the district to meet and provide a safe and conducive learning environment for all students. District after-school and sports programs enabled students to participate in extracurricular activities outside the instructional program, promoting well-rounded development. Counselors at each school site played a crucial role in assisting unduplicated pupils with social-emotional and mental health needs, enabling them to succeed inside and outside the classroom. Services were provided to homeless and foster students, including supplies, social services, health and hygiene supplies, and additional resources to assist them inside and outside the classroom. Each middle school dean also monitored entire subgroups of students to support their academic, behavioral, and social-emotional progress over three years at the school. This approach helped to ensure that each student had the necessary support to achieve their full potential.

Other Challenges:
During the 2023-2024 school year, the District faced several challenges in achieving Goal #4 of the LCAP. ELOP funding created difficulties in fully funding after-school programs that were infused in the LCAP due to duplicate funding opportunities. The District recognized the importance of these programs, as they provided students with opportunities to engage in extracurricular activities that promote social-emotional learning and well-rounded development. Feedback from Educational Partners indicated that challenges in Goal #4 still exist in the area of student mental health and social-emotional learning. The District recognizes the significance of these challenges and continues to work towards providing students with the necessary support to overcome them. Safety across the district remains a key concern, and it is influenced by the city of Wasco community. The District acknowledges the challenges posed by homelessness, an increase in crime rates, and unsafe driving around school areas. The District is committed to working with the community to address these challenges and ensure the

safety and well-being of its students. The District is pursuing various strategies to address these challenges, including partnering with community organizations to support unduplicated students and families, increasing counseling services to address mental health and emotional needs, and implementing safety protocols and procedures to ensure a safe learning environment. The District remains committed to achieving its goals and providing students with the necessary resources and support to succeed.

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.

WUESD conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal #4 was $5,800,258. The estimated actual expenditures for 2023-2024 are $$5,974,031. The substantive differences are due to the following:

Action 4.1 Increased cost due to counseling and behavior intervention specialist staff increases in pay and benefits package.

Action 4.2 Increased cost due to health services staff increases in pay and benefits package.

Action 4.3 Decreased cost due to the AVID program only being implemented in the Middle School elective setting and limited availability to attend the State AVID Conference.

Action 4.4 Increased cost due to counseling staff increases in pay and benefits package.

Action 4.5 Extracurricular programs received a decrease in funding due to ELOP funding.

Action 4.6 Increased cost due to Physical Education staff increases in pay and benefits package.

Action 4.8 Decreased cost due to allowable expenses under the Expanded Learning Opportunities Program (ELOP) for District Extracurricular Competitions.

Action 4.10 Increased cost due to after-school sports program expansion in the Middle School setting and increase in league fees.

Action 4.11 Increased cost due to Assistant Principal/Learning Director staff increases in pay and benefits package.

Action 4.12 Increased cost due to Maintenance, Operations, and Transportation Staff - Groundskeeper, Maintenance, Bus Drivers, and Custodian Staff increases in pay and benefits package.

Action 4.14 Increased cost due to Academic Dean's staff increases in pay and benefits package.

Action 4.15 Homeless and Foster Youth Supports action remained status quo.

Action 4.16 Increased cost due to bus driver staff increases in pay and benefits package.

Action 4.17 Parent Engagement action remained status quo.

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

Goal #4 of the LCAP aims to provide a safe and drug-free learning environment, a positive school climate, and maintain a college-going culture that considers other career pathways. The following includes reviewed progress of Goal #4 actions from Year 1 to Year 3.

The district-wide CHKS rate at the end of the 2023-2024 school year was 72% for student's perceived safety at school, showing an improvement from the Year 1 rate of 71%. The district-wide CHKS rate at the end of the 2023-2024 school year was 68% for students a teacher or some other adult who really cares for them showing an improvement from the Year 1 rate of 65%. While the district did not achieve the intended 3-year targets, the following actions contributed to improvements in positive student perceptions of safety and belonging. Actions 4.1 and 4.9 These actions have continued to engage students in opportunities to meaningfully participate in positive experiences that give students a sense of belonging, encourage positive relationships with their peers, and promote school involvement, ensuring students feel accepted and valued.

While we did not achieve our intended target, the district-wide attendance rate at the end of the 2023-2024 school year was 93.88%, improving from the Year 1 rate of 92.28%. This indicates progress in addressing attendance and chronic absenteeism gaps between Year 1 and Year 3. The following actions have contributed to this improvement: Actions 4.2, 4.4, 4.5, 4.8, 4.10, 4.12, 4.13, 4.15, and 4.16. These actions have allowed for partnerships and collaboration with community organizations and school MTSS teams to provide mentoring support for students and families who have the most intensive needs in efforts to address root cause issues related to chronic absenteeism to re-engage students and improve attendance.

State physical education fitness test indicated - for 5th graders, 61% aerobic capacity in 2023 in comparison to 52.8% in 2019 and 51.9% body composition in 2023 in comparison to 45.9% in 2019. This demonstrated effective progress in the area of pupil outcomes in the physical fitness exams. The following actions have contributed to this improvement: Actions 4.6. This action has allowed the district to continue to keep all students, especially unduplicated students, positively engaged by organizing and coordinating district wide physical education program that builds a positive school climate at each school in the district.

The district-wide suspension rate at the end of the 2023-2024 school year was .02%, improving from the baseline year rate of .06%. This indicates progress in addressing suspension and discipline gaps between the baseline year and Year 3. These actions have contributed to this improvement: Actions 4.11 and 4.14. The following actions have contributed to the continued effective implementation of the MTSS process at all schools and ongoing SEL support to meet the needs of students most in need of Tier 2 and Tier 3 support for them to develop positive relationships with and mental health.

Actions 4.3, 4.4, 4.7, and 4.17 did not include metric systems to monitor progress toward the goal therefore demonstrating ineffectiveness. Action 4.3 will be removed from the 2024-2025 LCAP. Action 4.4 will be strengthened to include music program student attendance rates monitoring and measuring the direct impact of the music program on student engagement. Action 4.7 will be strengthened by converting translator positions to include family engagement and foster homeless youth services and support. Action 4.17 Parent engagement will be enhanced to focus specifically on increasing parental involvement and will be tracked using sign-in sheets to verify attendance 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.

A summary of the changes made to the actions for the coming year that resulted from reflections on prior practice is as follows:

Based on feedback from educcational partners, reducing the number of LCAP goals from 4 to 3 has been recommended. This will allow for a more targeted approach to student achievement, particularly for unduplicated student groups, which include low-income students, English learners, and homeless foster youth.

By reducing the number of goals, the district can focus on the most important areas that will impact student achievement. This will also allow for more resources to be directed towards these areas, which will help to ensure that all students have the opportunity to succeed. Overall, the goal of the LCAP is to provide a roadmap for improving student achievement and well-being, and the feedback from educational partners is a critical part of this process.

After considering the feedback received from educational partners and reflecting on the current progress of Goal #4, it has been identified as a goal to remain for the district. According to the feedback received, providing a safe and drug-free learning environment, a positive school climate, and maintaining a college-going culture that considers other career pathways should remain on the 2024-2025 LCAP. Goal #4 in the 2024-2025 LCAP will be slightly revised to ensure that the school culture that fosters safety is encompassed in the goal and actions.

Goal #4 will now become Goal #3 and will be revised to the engagement category and will be revised to the following: Culture & Safety - Create a school culture that fosters a safe and supportive environment conducive to learning and cultivates a sense of connection and belonging for all students and staff. The goal is undergoing revision to encompass a broader scope in response to feedback received from our educational partners.

Action 4.2: This action will be moved to Goal #3.

Action 4.3: This action will be eliminated due to the educational partners' feedback.

Action 4.4: This action will be moved to Goal #3.

Action 4.5, 4.8, and 4.10: These actions will be consolidated into one action. By consolidating these actions into a single action, the district has the ability to establish targeted after-school programs for middle school students that concentrate on expanded learning, athletics, and enrichment opportunities, specifically for unduplicated students. Such programs are expected to have a direct impact on student achievement. Additionally, this action will necessitate an increase in funding. Actions will be included in Goal #3.

Action 4.7, 2.2, 2.3, and 2.4: These actions will be consolidated into one action. Consolidating these actions into a single action, the district will be able to provide comprehensive EL services, programs, and funding for EL students, thereby enabling the establishment of an EL department and focal services at each school site where the services are needed. This action will also include an increase in funding. Actions will be included in Goal #2.

Action 4.9: This action will be moved to Goal #3.

Action 4.12 & 4.16: These actions will be consolidated into one action. Consolidating these actions into a single one will enable the district to provide comprehensive Maintenance, Operations, and Transportation services that are critical to fostering a positive school culture, climate, and safety. By prioritizing Maintenance, Operations, and Transportation, the district can improve attendance rates and increase student engagement district-wide. These actions will be prioritized for unduplicated student groups and will be accompanied by increased funding. These actions will be incorporated into Goal #3.

Action 4.13: This action will be eliminated due to the educational partners' feedback. Funding to support this action will now be funded by ELOP.

Action 4.14: This action will be moved to Goal #3.

Action 4.15: This action will be eliminated due to the educational partners' feedback. Funding to support this action will now be funded by Title I.

Action 4.17: This action will be moved to Goal #3.

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

Goals and Actions

Goal

Goal #	Description
5	Goal #5 Eliminated - 2023-2024 School Year Students will have access to supports and services to assist in overcoming learning loss and remove the barriers to academic success brought about by the COVID-19 pandemic. The district will provide intervention time, mentor programs, early childhood programs, and literacy programs to students most at risk of academic regression to support unduplicated students. The success of this goal will be measured by growth (+15% year-over-year) on state testing results in ELA and Math as measured by the California Assessment of Student Performance and Progress (CAASPP) for the students that participate. These efforts will be accomplished by implementing targeted supplemental professional development based on the data identified needs of students utilizing teacher leaders to point the way while also developing the teaching skills of the district's newest educators. To measure progress, the district will employ administrative observations to track the consistency of the implementation of district initiatives and monitor student subgroup growth on state assessments. Corresponding State LCAP Priority – Pupil Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Statewide assessments	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. 2019	Goal #5 Eliminated	Goal #5 Eliminated	4.A.i. ENGLISH LANGUAGE ARTS DASHBOARD RESULTS District Average - 34 points below standard - Increase of 15% over 2019 results John L. Prueitt

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS DASHBOARD RESULTS	Dashboard results will be used for Year 1 Outcome District Average -40.2 points below standard - Increased 8.1 Points John L. Prueitt Elementary - 14 points below standard - Increased 7 Points Karl F. Clemens Elementary - 54.9 points below standard - Maintained 2.8 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 29.8 points below standard - Increased 17.9 Points Thomas Jefferson Middle - 49.3 points below standard - Increased 11.8 Points			Elementary - 12 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 47 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 34 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 25 points below standard - Increase of 15% over 2019 results Thomas Jefferson Middle - 42 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 34 points below standard - Increase of 15% over 2019 district average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019	Palm Avenue Middle School - No Data - New School Opened 2019 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 73.7 points below standard - Increased 10.5 Points John L. Prueitt Elementary - 43.6 points below standard - -Increased 10.1 Points Karl F. Clemens Elementary -79.3 points below standard - Increased 7.1 Points James A. Forrest Elementary - No Data - New School Opened 2019 Teresa Burke Elementary - 50 points below standard - Increased 17.1 Points			results 4.A.ii. MATHEMATICS DASHBOARD RESULTS District Average - 63 points below standard - Increase of 15% over 2019 results John L. Prueitt Elementary - 37 points below standard - Increase of 15% over 2019 results Karl F. Clemens Elementary - 67 points below standard - Increase of 15% over 2019 results James A. Forrest Elementary - 63 points below standard - Increase of 15% over 2019 district average results Teresa Burke Elementary - 43 points below standard - Increase of 15% over

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ORANGE - Special Education (Math) African American (Math and Language Arts) RED - Special Education (Math) YELLOW AND ABOVE - All Other Subgroups 2018-2019 CALIFORNIA SCIENCE TEST (CAST) RESULT % Meeting or Exceeding Standards - 5th Grade 15.44% - 8th Grade- 13.73%	Thomas Jefferson Middle - 99.4 points below standard - Increased 19.8 Points Palm Avenue Middle School - No Data - New School Opened 2019 California School Dashboard Indicator ORANGE - Special Education (Math) African American (Math and Language Arts) RED - Special Education (Math) YELLOW AND ABOVE - All Other Subgroups 2018-2019 CALIFORNIA SCIENCE TEST			2019 results Thomas Jefferson Middle - 85 points below standard - Increase of 15% over 2019 results Palm Avenue Middle School - 63 points below standard - Increase of 15% over 2019 district average results 2023-2024 CAST Goal % Meeting or Exceeding Standards 5th Grade 25% 8th Grade- 20% 2023-2024 Goal: YELLOW OR ABOVE IN ALL INDICATORS - All Subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(CAST) RESULT % Meeting or Exceeding Standards • 5th Grade 15.44% • 8th Grade- 13.73%			
4B. Percentage of pupils who successfully completed A-G requirements	4B. Percentage of pupils who successfully completed A-G requirements N/A	4B. Percentage of pupils who successfully completed A-G requirements N/A	Goal #5 Eliminated	Goal #5 Eliminated	4B. Percentage of pupils who successfully completed A-G requirements N/A
4C. Percentage of pupils who have successfully CTE pathways	4C. Percentage of pupils who have successfully CTE pathways N/A	4C. Percentage of pupils who have successfully CTE pathways N/A	Goal #5 Eliminated	Goal #5 Eliminated	4C. Percentage of pupils who have successfully CTE pathways- N/A N/A
4D. Percentage of pupils completing A-g and CTE sequences/programs	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A	4D. Percentage of pupils completing A-g and CTE sequences/programs N/A	Goal #5 Eliminated	Goal #5 Eliminated	4D. Percentage of pupils completing A-G and CTE sequences/programs N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E. Percentage of EL pupils making progress toward English proficiency	4E. Percentage of EL pupils making progress toward English proficiency Baseline Data from 2018-2019 ELPAC Administration (From California Dashboard) (19-20 not available) 2019 - 44.1% making progress towards English language proficiency LISTENING Well Developed - 21.48% Somewhat/Moderately - 61.58% Beginning - 16.93% Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 34.04% Somewhat/Moderately - 49.62% Beginning - 16.34%	4E. 2020-2021 Percentage of EL pupils making progress toward English proficiency (DataQuest)- 5.8% 4E. Percentage of EL pupils making progress toward English proficiency California Dashboard 2021 21.24% Making Progress Towards English Proficiency LISTENING Well Developed - 14.65% Somewhat/Moderately - 65.22% Beginning - 20.13% Total number of students by grade for all levels - 1,223 SPEAKING Well Developed - 28.56%	Goal #5 Eliminated	Goal #5 Eliminated	4E. Percentage of EL pupils making progress toward English proficiency 15% Increase from Baseline Data on 2018-2019 ELPAC Administration 2023-2024 School Year - 51% making progress towards English language proficiency (Districtwide) LISTENING Well Developed - 29% Somewhat/Moderately - 57% Beginning - 14% Total number of students by grade for all levels - 1,194 SPEAKING Well Developed - 39% Somewhat/Moderately - 47% Beginning - 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total number of students by grade for all levels - 1194 READING Well Developed - 5.9% Somewhat/Moderately - 54.25% Beginning - 39.85% Total number of students by grade for all levels - 1194 WRITING Well Developed - 17.10% Somewhat/Moderately - 62.85% Beginning - 20.05% Total number of students by grade for all levels - 1194	Somewhat/Moderately - 50.08% Beginning - 21.36% Total number of students by grade for all levels - 1,223 READING Well Developed - 5.73% Somewhat/Moderately - 46.07% Beginning - 48.20% Total number of students by grade for all levels - 1,223 WRITING Well Developed - 6.14% Somewhat/Moderately - 60.64% Beginning - 33.22% Total number of students by grade for all levels - 1,223			Total number of students by grade for all levels - 1194 READING Well Developed - 7% Somewhat/Moderately - 56% Beginning - 37% Total number of students by grade for all levels - 1194 WRITING Well Developed - 20% Somewhat/Moderately - 63% Beginning - 17% Total number of students by grade for all levels - 1194
4F. English Learner reclassification rate	4F. 2020-2021 English Learner reclassification rate (DataQuest) 5.8%	4F. 2021-2022 English Learner reclassification rate (DataQuest) 16.3%	Goal #5 Eliminated	Goal #5 Eliminated	4F. English Learner Reclassification Rate Goal 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4G. Percentage of pupils passing AP exam with 3 or higher

N/A | 4G. Percentage of pupils passing AP exam with 3 or higher

N/A | 4G. Percentage of pupils passing AP exam with 3 or higher

N/A | Goal #5 Eliminated | Goal #5 Eliminated | 4G. Percentage of pupils passing AP exam with 3 or higher

N/A |
| 4H. Percentage of pupils who demonstrate EAP

N/A | 4H. Percentage of pupils who demonstrate EAP

N/A | 4H. Percentage of pupils who demonstrate EAP

N/A | Goal #5 Eliminated | Goal #5 Eliminated | 4H. Percentage of pupils who demonstrate EAP preparedness

N/A |

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.

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.

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

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.

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
Wasco Union Elementary School District	Oscar Luna Assistant Superintendent of Educational Services	osluna@wuesd.org 661.758.7100

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.

The Wasco Union Elementary School District (WUESD) services students and educational partners of the City of Wasco. The city of Wasco is a close-knit community located in the San Joaquin Valley of California. It is known for its strong agricultural roots and is often referred to as the "Rose Growing Capital of the Nation." The community takes pride in its vibrant local culture, which includes annual events such as the Rose Festival and the Festival of Roses Parade. Wasco is home to diverse neighborhoods, local businesses, and other educational institutions, and its residents are known for their strong sense of community and civic engagement. The city's commitment to preserving its agricultural heritage and fostering a welcoming environment for residents and visitors makes it a unique and inviting place to live and visit.

WUESD comprises six schools: four elementary schools, two middle schools, and one independent study program. WUESD operates as a SchoolWide Title One District, with 92.7% of students classified as socioeconomically disadvantaged, 91% qualifying for the Free and Reduced Lunch Program, and 36.2% learning English as a second language. Currently, WUESD services approximately 3,522 students TK - 8th grade district wide (source: Aeries SIS March 2024).

WUESD's four elementary schools, Clemens, Prueitt, Burke, and Forrest, serve universal kindergarten through fifth grade, while the two middle schools, Palm Avenue and Thomas Jefferson, service students in grades six, seven, and eight. The Wasco Independent Study Program is housed on the Prueitt campus and serves students from fifth through eighth grade.

At WUESD, the commitment to "Excellence For All" is evident in the achievements of students, faculty, staff, and leadership each school year. The district's academic focus includes English Language Arts, Mathematics, Next Generation Science Standards, and Social Studies, ensuring that all students progress towards meeting core curriculum standards. WUESD sets high expectations for its employees, believing

that students can achieve their highest potential with a high-quality equity education. The district provides a safe learning environment through school safety protocols, socio-emotional support programs, and resources to foster students' growth. WUESD remains committed to implementing a targeted strategy to expand and enhance multi-tiered systems of support designed to address students' academic, behavioral, and socio-emotional learning needs and achievements.

WUESD actively fosters educational partnerships, creating welcoming environments with increased opportunities for parent engagement and community involvement. The district's mission is to provide all students with an education that promotes lifelong learning, an appreciation for diversity, and responsible citizenship, while its vision is "Excellence for All."

The Wasco schools are held in high esteem within the community. Following the return to in-person instruction after the COVID-19 pandemic, WUESD has observed significant academic progress across all subject areas and state assessments. Furthermore, educational partners have noted that WUESD has prioritized students' mental health and socio-emotional learning needs, ensuring that students receive support within and outside the classroom.

The district is dedicated to aligning LCAP, Federal Categorical Funding, and other funding resources with a comprehensive strategy aimed at enhancing and expanding services for unduplicated students. The ongoing process of planning and reporting on the objectives of the LCAP consistently illustrates its effectiveness in improving support for unduplicated students year after year.

To achieve this goal effectively, it is imperative for WUESD to execute a comprehensive strategic planning process for the development of the new three-year LCAP cycle. This process will encompass a thorough analysis of state and local data, as well as input from educational partners, to identify the specific underlying factors contributing to the distinct needs, conditions, and circumstances of unduplicated students. Once these root causes have been identified, WUESD will be responsible for identifying and implementing the most effective pedagogical practices to enhance student outcomes. Subsequently, outcome data will be utilized to monitor progress, evaluate the efficacy of these practices, and guide ongoing improvement efforts.

Reflections: Annual Performance

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

One of the significant challenges confronting the community of Wasco is the constrained city growth, leading to a noticeable decline in student enrollment district-wide. The limited expansion of housing developments within the city has played a significant role in this demographic shift. City officials have identified the existing water infrastructure as a primary factor contributing to the stagnation in housing development and commercial growth. These challenges have created obstacles for prospective housing projects and commercial enterprises, negatively impacting the city's overall growth and development.

The repercussions of this situation have been felt directly by WUESD, as the declining student enrollment has resulted in reduced funding for the district. Moreover, the district's financial prospects have been further complicated by the concurrent state budget deficit, adding to the financial strain faced by the district. This confluence of challenges underscores the pressing need for collaborative efforts and strategic solutions to address the city's growth limitations and their far-reaching implications for the local educational system.

Upon reviewing the performance on the state indicators and local performance indicators featured in the Dashboard, WUESD is pleased to report a noteworthy 5.2-point increase in Math, alongside maintaining a 1.1-point status in ELA and a steady 0.1% progress in English Language Learner advancement. Although these increments may appear minimal, they undeniably contribute to the overall progress towards LCAP goals and actions. It is evident that the LCAP goals and actions have significantly impacted the enhancement and expansion of services for unduplicated students. This progress reflects the commitment to current and previous district-wide LCAP goals and actions, which have resulted in the amplification and refinement of services for foster youth, English learners, and low-income students, consequently leading to an enhancement in their performance.

Local data also indicates success in the area of local assessment data and student surveys. District local benchmarks for student achievement demonstrate consistent increases of 1-3% across all grade levels. These local benchmarks are administered using the school city assessment systems, enabling teachers to utilize data to drive instruction. Furthermore, this local benchmark data empowers teachers to assess their students' learning progress and develop academic plans for unduplicated student groups. The student surveys, such as CA Healthy Kids and KCSOS School Connectedness, show improved results in the areas of safety (4% increase) and welcome and connectedness (7% increase). While these increases may seem minimal, they significantly contribute to the improved services for unduplicated student groups.

Specific instances of amplified and enhanced services encompass tailored professional development to address the needs of foster youth, English learners, and low-income students. The introduction of EL Student Coaches has further facilitated the direct amplification of services for EL students. Additionally, the implementation of liaisons has fostered improved connections between families and schools, ultimately contributing to the betterment and success of foster youth, English learners, and low-income students. Moreover, Counselors and Behavior Intervention Specialists have ensured the delivery of MTSS behavior and social-emotional learning support for foster youth, English learners, and low-income students both within and outside the classroom.

Districtwide State Indicator Performance by Student Group currently shows five red performance categories and nine "orange" performance categories on the dashboard. These categories are as follows:

LEA-wide Student Groups with a "Red" indicator
Chronic Absenteeism - African American - District
Chronic Absenteeism - Foster Youth - District
ELA - English Learner - District
ELA - Students with Disabilities - District
Math - English Learner - District

Schoolwide " Red" Indicator
Math - Palm Avenue Middle - All Students

School Student Groups with a "Red" indicator
ELA - English Learner - Karl F. Clemens Elementary
ELA - English Learner - Palm Avenue Middle

ELA - English Learner - Teresa Burke Elementary
ELA - English Learner - Thomas Jefferson Middle
ELA - Students with Disabilities - Teresa Burke Elementary
ELA - Students with Disabilities - Thomas Jefferson Middle
Math - English Learner - Palm Avenue Middle
Math - English Learner - Thomas Jefferson Middle
Math - Hispanic - Palm Avenue Middle
Math - Socioeconomically Disadvantaged - Palm Avenue Middle

Resource document that provides a summary of student groups, actions, goals, and CSI, DA, as they apply to the District:
https://docs.google.com/document/d/1tpt02MLB1ZBuwJHHetFbeGwW2j6rwO0DGoBhi-u-fvY/edit

WUESD has also observed that the red and orange indicators on the CA dashboard align closely with the school-based dashboard data. Given the availability of this data at both district and site levels, it is crucial to develop plans to address these areas of low performance and performance gaps.

WUESD is committed to addressing the needs of consistently low-performing student groups and schools. To this end, WUESD has collaborated with the Kern County Superintendent of Schools (KCSOS) to conduct a comprehensive Local Education Agency (LEA) assessment, which involved the review and analysis of state and local data. The primary objectives of the LEA assessment were to enhance professional expertise, foster collaboration, promote reflective inquiry, and ultimately improve student outcomes.

The findings of the LEA assessment have identified two critical areas for improvement: the advancement of the Professional Learning Communities process and the implementation of effective district-wide quality tier 1 instruction. Moving forward, WUESD will prioritize these areas in the development of the new 3-year cycle LCAP goals and actions. Emphasis will be placed on addressing the needs of student groups that have been identified as "Red" or "Orange" based on state indicators, with the aim of delivering improved and increased services for these unduplicated student groups.

Furthermore, WUESD recognizes the importance of evaluating the impact of previous LCAP goals and actions on district and student success. An annual review of the current LCAP goals and actions will be conducted to identify ongoing needs and assess the success of existing initiatives based on state and local data. Goals and actions that have demonstrated success will be maintained, provided that educational partners' feedback and input support their continuation.

The development of new LCAP goals and actions will be guided by a comprehensive analysis of current state and local data in conjunction with input from educational partners. The focus will remain on delivering direct and improved services for unduplicated student groups to ensure equitable opportunities for all students within the district.

Reflections: Technical Assistance

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

During the 2022-2023 academic school year, as based on the 2022 Dashboard, WUESD was designated for differentiated assistance. Throughout this period, WUESD actively engaged in the Continuous Improvement Process (CIP) in partnership with KCSOS. The primary objective of the CIP is to enhance student outcomes and narrow performance gaps through iterative cycles of inquiry. Central to this problem-solving approach is the careful articulation of issues and the analysis of root causes, aiming to counteract the inclination to rush into generating solutions without a thorough understanding of the problems. By committing to adaptive and rigorous problem analysis from diverse perspectives, leaders can uncover assumptions and approach challenges with greater intentionality and resourcefulness.

The KCSOS Continuous Improvement Process (CIP) Institute entails a year-long program structured around three fundamental components: a) Focusing Direction, b) Action Planning, and c) Implementation and Monitoring. In the 2023-2024 academic school year, WUESD continues its participation in the CIP, maintaining a committee comprising teachers and district staff members. This committee is responsible for overseeing the implementation of LEA assessment results and identified goals. WUESD remains dedicated to addressing these identified needs and goals.

The LEA assessment revealed two critical areas for improvement: the advancement of the Professional Learning Communities process and the implementation of effective district-wide quality tier 1 instruction. While the district is no longer eligible for differentiated assistance, the District intends to leverage these findings to inform and shape the Local Control and Accountability Plan (LCAP) process. In the upcoming 3-year cycle, WUESD will prioritize these areas in the development of LCAP goals and actions, with a strong emphasis on addressing the needs of student groups identified as "Red" or "Orange" based on state indicators. The overarching goal is to enhance and expand services for these unduplicated student groups.

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
Parents	To actively involve parents as educational partners in the development of the LCAP, we utilized surveys and school site meetings. The surveys included questions from the school connectedness survey, allowing parents to provide feedback on school safety, culture, instructional programs, intervention services, and the 8 state priorities. Parents were encouraged to express their preferences for inclusion in the LCAP and provide reasoning for their suggestions. Additionally, the surveys sought input on enhancing services for low-income, EL, and Foster youth students. The survey was administered in the month of March and was open to parents for approximately 3 weeks. The survey responses were organized based on their significance to guide the influence on the LCAP. At each school site, a designated parent LCAP meeting night was held, where parents were presented with a summary of the LCAP, current goals and actions, the purpose of the LCAP, and a review of student data. These meetings took place in February and March, and all parents were invited to participate. Following each session, parents were invited to share their feedback and suggestions, either verbally or in writing. Similar to the survey responses, the input and feedback from parents during the meetings were categorized by their significance in an effort to shape the LCAP.
Students	To actively involve students as educational partners in the development of the LCAP, we utilized surveys and a student ad hoc

Educational Partner(s)	Process for Engagement
	focus group. The student ad hoc focus group comprising students from the 5th and 8th grades and representing all unduplicated student groups within the District, convened to participate in a constructive and insightful session. The student ad hoc focus group convened in April, and all school sites were able to send 2-4 students each. The purpose of this gathering was to review guided questions designed to receive valuable input and feedback, with the ultimate goal of directly influencing the development of the 2024-2025 LCAP. The student connectedness survey served as an instrument specifically designed to gauge the levels of connectedness students in grades 3 through 8 feel toward the school community. This comprehensive survey measures students' feelings, perceptions, involvement, and overall connectedness to the school environment, providing valuable insights into their experiences and sense of belonging. The survey was administered in the month of April and was open to students for approximately 2 weeks. The student ad hoc focus group and survey responses from students were categorized by their significance in an effort to shape the LCAP.
Teachers and Other School Personnel	To actively involve teachers and other school personnel as educational partners in the development of the LCAP, we utilized teacher and staff surveys to gather their input and feedback. The surveys included questions based on school safety, culture, instructional programs, intervention services, and the 8 state priorities. Teachers were encouraged to express their preferences for inclusion in the LCAP and provide reasoning for their suggestions. Additionally, the surveys sought input on enhancing services for low-income, EL, and Foster youth students. These surveys were administered in the month of March. The survey responses were organized based on their significance in guiding the influence on the LCAP.
Principals and Administrators	During a District March cabinet meeting, a dedicated Principal and Administrator Educational Partners forum was held to facilitate open dialogue and gather valuable feedback on the 2024-2025 LCAP. This forum provided an important opportunity for Principals and Administrators to offer their insights and suggestions on the goals,

Educational Partner(s)	Process for Engagement
	actions, and expenditures outlined in the plan, specifically focusing on enhancing and expanding services for unduplicated student groups. In addition to sharing their input, Principals and Administrators also had the opportunity to review student achievement data, which was instrumental in identifying areas for improvement and ongoing development within the District. The feedback provided by principals and administrators was documented and organized according to key areas, including student outcomes, conditions of learning, and engagement.
Local Bargaining Union Educational Partners	The Local Bargaining Union convened an Educational Partners Consultation meeting with the District to facilitate an in-depth dialogue and gather valuable input from labor partners. The purpose of this meeting was to provide labor partners with a comprehensive overview of the 2024-2025 LCAP and to engage them in a collaborative process aimed at incorporating their feedback and insights. The Local Bargaining Unions convened in the month of April. During the consultation meeting, labor partners were presented with a detailed LCAP overview, a comprehensive budget outline, a thorough review of student achievement data, and an overview of the current LCAP process. The District sought to ensure that their perspectives and recommendations were integrated into the planning and decision-making process. The input and feedback provided by the labor partners serve to enrich the planning process and contribute to the creation of a more comprehensive and inclusive 2024-2025 LCAP.
Parent Advisory Committee and English Language Parent Advisory Committee	The District Advisory Committee (DAC) and the English Language Parent Advisory Committee (DELAC) convened to incorporate feedback and input from educational partners into the LCAP. This session was conducted simultaneously with the DAC and DELAC in the month of March. The session included a comprehensive review of student outcomes, incorporating state and local data, including detailed reporting on student group information, and providing time for

Educational Partner(s)	Process for Engagement
	receiving valuable feedback from the DAC and DELAC. This collaborative platform allowed the DAC and DELAC to gain deeper insights into the needs of students and the district community and seek advice for addressing areas of need. The feedback and input received during this session played an important role in impacting and influencing the development of the 2024-2025 LCAP.
Special Education Local Plan Area (SELPA) Consultation	A SELPA consultation took place at the Kern County Superintendent of Schools office as part of the LCAP development series training in the month of January. The KCC SELPA Member Local Plan Assurance involved members of the District and the local SELPA leadership team. This consultation focused on various critical areas, including academic achievement, suspension rates, graduation and dropout rates, least restrictive environment (LRE)/inclusion, preschool indicators, DRDP (Desired Results Developmental Profile) performance, disproportionate representation, transition planning, and compliance measures. By prioritizing these specific indicators, the district aimed to proactively enhance support and resources for students with disabilities, ensuring a holistic and inclusive educational environment that fosters their academic and personal growth. The consultation addressed the integration and inclusion of students with disabilities within the District academic interventions, school climate efforts, attendance and engagement supports and interventions, as well as LCAP feedback groups.

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

As the District carefully considers all feedback in alignment with district goals and identified needs, it is important to acknowledge that not all expressed needs can be accommodated within the LCAP due to the constraints of limited LCFF resources. In response to input from educational partners, several revisions have been incorporated into the LCAP to ensure that the plan remains responsive to the evolving needs of the educational community. These revisions reflect the commitment to incorporating diverse perspectives and insights into the ongoing development and refinement of the LCAP.

Based on the valuable feedback from educational partners, there has been a request for broader, more expansive goals encompassing a holistic perspective. This approach will empower the District to foster creativity and innovation in addressing overarching objectives related to student outcomes, conditions of learning, and engagement. Incorporating the feedback received from educational partners, the 2024-2025 LCAP has been influenced as follows:

Parents

Based on parent feedback, there is a need to maintain a strong emphasis on culture and safety across all school sites. Parents have specifically asked for the continued and expanded presence of counselors, behavior intervention specialists, assistant principals, and other key staff members who provide support in the areas of culture, safety, and social-emotional learning. Additionally, parents have emphasized the importance of keeping classroom sizes small to allow teachers to work with students in small groups. Furthermore, parents have highlighted the need for the continuation and expansion of technology services, recognizing that the increased use of educational technology has helped students stay connected and develop 21st-century learning skills. Lastly, parents have expressed a desire for more opportunities for parent involvement, including access to the library and family engagement services outside of regular hours, in addition to workshops. These actions will continue to be supported in the LCAP through student support staff in Goal 2 and 3, and an emphasis on small group instruction through targeted professional development and class size reduction in Goal 2.

Students

According to student feedback, there is a need to emphasize multi-tiered systems of support. Students have acknowledged that academic success is not the only factor in being a successful student. They emphasized the importance of meeting behavior and social-emotional learning expectations to succeed both inside and outside the classroom. Additionally, students have requested the continuation and expansion of music programs, student incentives, and extracurricular activities. Based on students' feedback, these services will help keep them engaged and foster a stronger sense of connection to the school.

Teachers and Other School Personnel

Teachers and other school personnel believe that District oversight services in the area of instruction and student learning need to be expanded. Teachers specifically feel that they require additional support in PLC development and Tier I instruction. They also request more targeted services for EL students to help them be reclassified and receive appropriate intervention services. Classified staff are asking to expand maintenance and transportation services. Their feedback emphasized that maintenance is essential to keep schools in good working order, and transportation services are crucial for getting students to school. Both teachers and classified staff are requesting the continuation and expansion of health services. They feel that student health needs have increased in the past years, and it is important to continue to meet these needs.

Principals and Administrators

Based on feedback from principals and administrators, it is important to prioritize supplemental professional development for teachers and staff. They emphasized the need to continue building the capacity of teachers and staff, particularly in areas that focus on student and community needs. The principals highly recommended continuing the district-wide physical education and ATS programs because both programs provide essential resources to students. Administrators also underscored the need for the district to continue focusing on the basic services for students and families, as doing so will establish a quality foundation for student learning and success.

Local Bargaining Union Educational Partners

According to feedback from local labor partners, prioritizing teacher and staff retention is crucial. The local bargaining unions emphasized that the current fiscal times may lead to a decline in teacher and staff morale. They suggested that bringing back incentive programs for teachers and staff would help boost morale. Additionally, maintaining the 20 extra minutes of instruction would allow teachers to have additional time with students and be compensated for such services.

Parent District Advisory Committee (DAC) and English Language Parent Advisory Committee (DELAC)

Feedback from the DAC and DELAC emphasized that prioritizing student safety should be the top priority. The DAC suggested that maintaining school facilities and operations is crucial for keeping students safe. The DELAC recommended increased services for EL students both inside and outside the classroom, emphasizing that EL students need not only good teachers but also support staff to assist them with other basic services outside the classroom. Both the DAC and DELAC also highlighted the need to increase student incentive opportunities and family engagement opportunities.

Special Education Local Plan Area (SELPA)

The feedback from the SELPA consultation emphasized that prioritizing multi-tiered systems of support is one of the top priorities. During the SELPA consultation, the District and the SELPA group identified the need for quality pre-referral services for students requiring extra support. The feedback from the consultation requested a review of how students are initially identified for special education services. It is important to establish pre-referral services that enable students and parents to receive interventions at the school site level before being considered for further evaluation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement Academic Achievement - Accelerating Student Learning With High Expectations for All Provide every student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #1 is comprehensive and broad in nature. The district's fundamental educational program and the resources required to deliver public education are funded by the district's general fund. The initiatives outlined in Goal #1 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to achieve academic success. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. Through initiatives such as increased access to educational technology, class size reductions, dedicated staff for data monitoring, and ongoing oversight of the LCAP metrics, we aim to enhance students' academic performance.

According to the 2023 California Dashboard student achievement data, the results for English Language Arts indicate that the district's average score was 47.1 points below the standard, maintaining 1.1. In mathematics, the district's average score was 84.2 points below the standard, 5.2 points increased. This data underscores the need to maintain a strong focus on enhancing and expanding essential educational services with a specific emphasis on improving academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average Distance from Standard in CAASPP ELA Source: CA Dashboard Priority: 4a	2023 District 47.1 Points Below Standard 2023 EL Students 76 Points Below Standard 2023 SED Students 50.5 Points Below Standard			2026 District 40.1 Points Below Standard 2026 EL Students 66 Points Below Standard 2026 SED 40.5 Points Below Standard	
1.2	Average Distance from Standard in CAASPP Math Source: CA Dashboard Priority: 4a	2023 District 84.2 Points Below Standard 2023 EL Students 102.9 Points Below Standard 2023 SED Students 87.2 Points Below Standard			2026 District 78.2 Points Below Standard 2026 EL Students 92.9 Points Below Standard 2026 SED 77.2 Points Below Standard	
1.3	Average Progress Towards English Langauge Proficiency Source: CA Dashboard Priority: 4e	2023 District 55.8% Making Progres			2026 District 60.8% Making Progres	
1.4	Average English Learner Reclassification Rate Source: Local KiDS Priority: 4f	2023 District 7.81% Reclassification Rate			2026 District 10% Reclassification Rate	
1.5	Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math	2023 District 29% Meet or Exceed Standard - ELA 2023 EL Students			2026 District 40% Meet or Exceed Standard - ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Illuminate Data Priority: 8a	23% Meet or Exceed Standard - ELA 2023 SED Students 27% Meet or Exceed Standard - ELA 2023 District 15% Meet or Exceed Standard - Math 2023 EL Students 9% Meet or Exceed Standard - Math 2023 SED Students 16% Meet or Exceed Standard - Math			2026 EL Students 38% Meet or Exceed Standard - ELA 2026 SED Students 40% Meet or Exceed Standard - ELA 2026 District 32% Meet or Exceed Standard - Math 2026 EL Students 25% Meet or Exceed Standard - Math 2026 SED Students 34% Meet or Exceed Standard - Math	

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	EL Support Staff	Four EL Student Coaches at each elementary school site, Six EL Parent Outreach Liaisons at each school site, and Four District EL Support Staff will provide necessary assistance and support for all EL Students to determine services, interventions, and supports effectively. EL support staff will work collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet ELs' linguistic and academic needs. EL support staff will also assist in creating a culturally responsive and inclusive learning environment, which fosters the academic and social-emotional growth of EL students. This action will fund EL personnel and EL and early literacy supplies and materials to support all EL students. EL Support Staff will support LTELs by providing targeted language instruction, academic support, and personalized learning plans, collaborating with classroom teachers, and facilitating communication with parents and guardians.	$1,426,125.00	Yes
1.2	Librarians & Clerks at All School Sites	Librarians and Clerks at all school sites will provide effective and dependable supplemental support services for all school libraries and site-based resources, all of which directly contribute to improved student engagement and academic performance with a focus on low-income students. Librarians and clerks will be provided at all school sites in order to improve access to a wide range of books and other educational materials that students may otherwise not have access to. School libraries foster a love of reading which is vital for improving literacy skills and provide a safe space for students to study, read, complete assignments,	$921,963.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and connect with their peers. This action will fund a Librarian and Clerk for each school site.		
1.3	District Supplemental Programs Oversight	District Supplemental Programs Oversight will fund two Assistant Superintendents (partially funded), a Director of Curriculum (partially funded), and Teachers on Special Assignment (TOSA) (fully funded). Two partially funded Assistant Superintendents will implement educational services, assess educational programs, and address student and staff needs. The Director of Curriculum will work closely with teachers and administrators to ensure that curriculum standards are met and that educational programs are aligned with state requirements. Three TOSAs will provide support in areas such as curriculum development, instructional coaching, staff professional development, and student intervention coordination. District Supplemental Programs Oversight helps ensure that resources are used efficiently, which can positively impact students by providing access to quality education and necessary support services. To strengthen this action and improve outcomes, professional development for District Supplemental Programs Oversight staff in the area of PLCs and effective staff management will be added. Additional state and federal funding will be utilized to help support this action. This action addresses the lowest performance level for ELs, SEDs, SWDs, and Hispanic students in ELA.	$1,014,200.00	Yes
1.4	Classroom Educational Technology & Online Educational Support Services	Classroom Ed Tech and online educational support services will be provided during Tier II intervention and UA instructional time in order to respond to the unique academic needs of low-income, foster youth, and ELs. By providing online instructional programs, students can receive immediate feedback, helping students understand and learn from their mistakes quickly. Teachers can use data from online programs to identify student learning patterns, strengths, and areas for improvement, enabling more effective instruction. This action will fund Classroom Educational Technology & Online Educational Support service contracts, network services, and student and staff licensing access.	$1,839,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the lowest performance level for ELs, SEDs, and Hispanic students in Math.		
1.5	Technology Support Personnel	Technology Support Personnel will ensure that Ed Tech needs are in good working order for both students and teachers and provide technical assistance and troubleshooting for classroom Ed tech digital tools and devices. These efforts directly contribute to improved academic performance and outcomes, focusing on English learners, low-income students, and foster youth, thereby minimizing loss of instructional time. This action will fundThis action will fully and partially fund five classified confidential technology support personnel.	$619,925.00	Yes
1.6	Middle School STEM & College and Career Exploration Program	Middle School STEM & College and Career Exploration Program exposes students to the college and career programs at the middle school that would normally not have access to these types of hands-on learning opportunities. These efforts contribute to improved academic performance by enhancing motivation, engagement, and understanding of real-world applications, building essential skills, increasing college and career readiness, and broadening students' perspectives and aspirations. This action will fund supplies and materials for hands-on activities, educational field trips, STEM and college and career events, and supplemental instructional materials.	$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Multi-Tiered Systems of Support (MTSS) Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring equitable access to resources and interventions. Improve school conditions for student learning and systems that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #2 is comprehensive and broad in nature. The initiatives outlined in Goal #2 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to achieve academic, behavioral, and social-emotional success. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. Through initiatives such as increased access to EL support staff, alternatives to suspension, dedicated staff for intervention implementation, and professional development, we aim to enhance students' academic performance.

According to the 2023 California Dashboard student academic engagement data, the results for Chronic Absenteeism indicate that the district's average was 23.3% chronically absent. In addition, the 2023-2024 Student Connectedness Survey indicates that 31% of students feel like they do not belong when they are at school. This data underscores the need to maintain a strong focus on enhancing and expanding essential Multi-Tieres Systems of Support with a specific emphasis on improving academic, behavioral, and social-emotional achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Teacher Credential and Assignment Source: Local KiDS Priority: 1a	2023 District 93.2% Teachers Fully Credentialed			2026 District 97% Teachers Fully Credentialed	
2.2	Percentage of Access to Standard Materials for All Source: Williams Act Visitation Priority: 1b	2023 District 100% Access to Standard Materials for All			2026 District 100% Access to Standard Materials for All	
2.3	Percentage of Facilities in Good Repair Source: Facilities Inspection Tool (FIT) Priority: 1c	2023 District 100% Facilities in Good Repair			2026 District 100% Facilities in Good Repair	
2.4	Percent of time TOSAs work with teachers on implementation of the standards Source: Coaching Logs Priority: 2a	2023 District TOSAs work with teachers on implementation of standards for 39% of their time.			2026 District TOSAs work with teachers on implementation of standards for 49% of their time.	
2.5	Percent of classroom walk throughs demonstrating EL strategies Source: Local Site Visits and Classroom Walkthrus Priority: 2b	2023 District 21% classroom walk throughs demonstrating EL strategies			2026 District 31% classroom walk throughs demonstrating EL strategies	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percentage of classroom walk throughs where small group instruction is observed. Source: Local Site Visits and Classroom Walkthrus Priority: 7a	2023 District 36% classroom walk throughs where small group instruction is observed.			2026 District 46% classroom walk throughs where small group instruction is observed.	
2.7	Percentage of classroom walk throughs where increase of rigor rate is beyond remembering and understanding Source: Local Site Visits and Classroom Walkthrus Priority: 7a	2023 District 21% classroom walk throughs where increase of rigor rate is beyond remmbering and understanding			2026 District 40% classroom walk throughs where increase of rigor rate is beyond remmbering and understanding	
2.8	Number of MTSS meetings held to review student interventions for ELs and low-income students Source: School Site MTSS Meeting Agenda & Minutes Priority: 7b	2023 District 16 of MTSS meetings held to review student interventions throughout the academic school year.			2026 District 20 of MTSS meetings held to review student interventions throughout the academic school year.	
2.9	Percentage of ELs and low-income students being serviced by the 95% group program Source: 95% Group Logs Priority: 7b	2023 District 29% of students being serviced by the 95% group program			2023 District 20% of students being serviced by the 95% group program	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of SWDs Students In Regular Classroom Equal or Greater than 80% Source: CALPADS Reporting Priority: 7c	2023 District 64.65% Percentage of SWDs Students In Regular Classroom Equal or Greater than 80%			2026 District 72% Percentage of SWDs Students In Regular Classroom Equal or Greater than 80%	

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	Assistant Principals/Learning Directors	Assistant Principal/Learning Directors at each school site extend support to unduplicated students at the direction of the site principal to increase student achievement. The Assistant Principal/Learning Directors' priority is to monitor the progress of unduplicated students, attendance interventions,	$1,281,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		manage multi-tiered support systems, and oversee intervention services. Assistant Principals play a key part in creating a positive and supportive school environment that promotes student success through MTSS and attendance interventions. This action will fund an Assistant Principal/Learning Director at each school site.		
2.2	Class Size Reduction Teachers and Instructional Aides	Class sizes will be reduced so teachers are able to facilitate increased student interaction, provide small group instruction, and implement universal design for learning principles in all content areas. By providing small group instruction, teachers can better understand individual student needs and tailor their instruction accordingly using UDL learning principles, providing a more personalized learning experience. Additional 12 teachers and 14 instructional aides will be increased in the K-3 grade levels. To strengthen this action and improve outcomes, professional development for teachers in the area of UDL and small group instruction will be added. The implementation of small group instruction will be monitored (metric 2.6). This action addresses the lowest performance level for ELs, SEDs, and Hispanic students in ELA.	$1,965,139.00	Yes
2.3	95% Group Language Tutors & Program Needs	The 95% Group is targeted at the two schools most needing assistance due to the higher English learners' levels at each school (Teresa Burke and Karl Clemens Elementary Schools). The program provides intensive one-on-one tutoring to practice the many vowels and consonant blends only found in English, which are roadblocks for unduplicated students to overcome. All of these efforts directly contribute to improved access to standard materials for all and the implementation of standards. This action will fund 8 Language Tutors and provide program operational funding.	$358,615.00	Yes
2.4	Supplemental Professional Development for	Supplemental Professional Development for Certificated and Classified Staff specifically is designed to address and remedy barriers to learning encountered by unduplicated students. Supplemental Professional Development for Certificated and Classified Staff will serve as buy-back	$929,557.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Certificated & Classified Staff	days and extra time for staff for the specific needs and program weaknesses as determined by the identified needs of unduplicated students. All of these efforts directly contribute to improved implementation of standards, unduplicated programs/services, and programs/services for SWDs, with a focus on English learners, low-income students, and foster youth. This action will fund 4 buyback days for all staff and provide additional extra time funding for other professional development and training.		
2.5	Increased Daily Instruction (20 Minutes)	Increased Daily Instruction (20 Minutes) Teachers can facilitate academic intervention in small groups, SEL instruction, and increase student interactions, all of which directly contribute to improved student engagement and academic performance with a focus on English learners, Low-income students, and foster youth. This action will fund an additional 20 daily instructional minutes across all grade levels and at all school sites. This additional 20 minutes of instruction over the year will increase instructional time by 4%, equivalent to eight full school days. To strengthen this action to improve outcomes, increased daily instruction will now include an instructional focus on academic intervention in small groups, SEL instruction, and increased student interactions.	$905,772.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Culture & Safety Culture & Safety - Create a school culture that fosters a safe and supportive environment, conducive to learning, and cultivates a sense of connection and belonging for all students and staff. Maintain a positive school culture, sufficient instructional materials, safe and clean facilities, core classroom staffing, engage educational partners, and other basic conditions necessary to implement actions across all LCAP goals effectively.	Broad Goal

State Priorities addressed by this goal.

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.

Goal #3 is comprehensive and broad in nature. The initiatives outlined in Goal #3 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to create a school culture that fosters a safe and supportive environment. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. We aim to enhance culture and safety at each school site and district through initiatives such as increased access to social and emotional support, health services, extracurricular activities, and student awards and incentives.

According to the 2023 California Dashboard academic engagement and conditions and climate data, the results for Chronic Absenteeism indicate 23.3% of students being chronically absent and 0.5% of students being suspended at least one day. This data underscores the need to maintain a strong focus on enhancing and expanding essential school climate support services with a specific emphasis on improving safety and cultural achievement at all school sites and district-wide.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The district's efforts in seeking parent input in making decisions for the district and school resources Source: Annual Parent LCAP Survey Priority: 3a	2023 District 217 Parents participated in the completion of the Annual Parent LCAP Survey			2026 District 255 Parents participated in the completion of the Annual Parent LCAP Survey	
3.2	Promote parental participation in programs for Low Income, English Learners, and Foster Youth Source: Advisory Committee Representation Priority: 3b	2023 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 41% of schools with parent representation			2026 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 58% of schools with parent representation	
3.3	The district's efforts in promotion of parental participation in programs for students with exceptional needs Source: Annual Parent Climate Survey Priority: 3c	2023 District 4.11% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students			2026 District 20% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students	
3.4	Average Attandance Rates Source: Local KiDS Attendance Dashboard Priority: 5a	2023 District 94.29% Attendance Rate 2023 EL Students 94.6% Attendance Rate			2026 District 96.29% Attendance Rate 2026 EL Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 SED Students 94.4% Attendance Rate 2023 Homeless Youth 90.6% Attendance Rate 2023 Foster Youth 94.7% Attendance Rate			96.6% Attendance Rate 2026 SED Students 96.4% Attendance Rate 2026 Homeless Youth 93.6% Attendance Rate 2026 Foster Youth 96.7% Attendance Rate	
3.5	Average Chronic Absenteeism Rates Source: CA Dashboard Priority: 5b	2023 District 23.3% Chronically Absent 2023 EL Students 22% Chronically Absent 2023 SED Students 22.9% Chronically Absent 2023 Homeless Youth 50% Chronically Absent 2023 Foster Youth 46.2% Chronically Absent			2026 District 15% Chronically Absent 2026 EL Students 15% Chronically Absent 2026 SED Students 15% Chronically Absent 2026 Homeless Youth 25% Chronically Absent 2026 Foster Youth 25% Chronically Absent	
3.6	Average Middle School Dropout Rate Source: CALPADS Report 8.1c	2023 District 0% Dropout Rate			2026 District 0% Dropout Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: 5c					
3.7	Average Pupil Suspension Rates Source: CA Dashboard Priority: 6a	2023 District 0.5% Suspended at least one day 2023 EL Students 0.4% Suspended at least one day 2023 SED Students 0.6% Suspended at least one day 2023 Homeless Youth 1.8% Suspended at least one day 2023 Foster Youth 3.2% Suspended at least one day			2026 District 0.5% Suspended at least one day 2026 EL Students 0.4% Suspended at least one day 2026 SED Students 0.5% Suspended at least one day 2026 Homeless Youth 0.5% Suspended at least one day 2026 Foster Youth 0.5% Suspended at least one day	
3.8	Average Pupil Expulsion Rates Source: CA Dashboard Priority: 6b	2023 District 0% Pupil Expulsions			2026 District 0% Pupil Expulsions	
3.9	Average Survey of Safety and Climate Source: Student Connected Surveys - KiDS Priority: 6c	2023 District 74% of students feel like they belong at school 71.87% of students feel like it is easy to talk with teachers/staff at school			2026 District 80% of students feel like they belong at school 78% of students feel like it is easy to talk with teachers/staff at school	

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	Counselors & Behavior Intervention Specialist	Counselors and Behavior Intervention Specialists address intense social-emotional behavior and improve the sense of having a caring adult for all students including unduplicated students. Counselors and Behavior Intervention Specialists deliver services at each school site and conduct daily check-in/check-out with students in Tier II, conduct classroom checks, support classroom teachers with behavioral interventions, lead counseling groups, restorative circles, grief support, and work directly with parents of students in Tier II. All of these efforts directly contribute to improved academic performance and SEL progress and increase a sense of belonging from students with a focus on English learners, low-income students, and foster youth. This action will provide funding for 6 counselors and 6 behavior intervention specialists.	$1,422,203.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Health Services	Health Services at each school site will help reduce and prevent the health barriers impacting all students, including Low-Income, Foster Youth, and English Learners, from attending school regularly. Health Services will provide direct prevention services for medical, vision, and dental needs for students, focusing on English learners, low-income students, and foster youth. This action will fund 6 school health clerks, 3 nurses, 1 LVN, and 1 health services support staff. This action addresses the lowest performance level for African American and Foster Youth students in Chronic Absenteeism.	$935,104.00	Yes
3.3	District Music Program	District Music Program will offer regularly scheduled instrumental music classes at all school sites. The District Music Program will provide an enriching curriculum to students, directly contributing to school climate and student engagement with a focus on English learners, Low-income students and foster youth. This action will fund 2 music teachers who will service all school sites on a rotating schedule. To strengthen this action to improve outcomes, metrics to monitor the effectiveness of the District Music Program will include attendance rates and chronic abseentism rate metrics.	$317,809.00	Yes
3.4	Districtwide Physical Education Program	Districtwide Physical Education Program will provide an enhanced and equitable physical education curriculum for unduplicated student groups. The Districtwide Physical Education Program ensures that students are appropriately educated on proper nutrition and engaging in healthy lifestyle choices. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will provide funding for 4 physical education teachers and 8 physical education aides.	$882,547.00	Yes
3.5	Middle School Dean of Students	Middle School Dean of Students are instrumental in giving students the comprehensive support and programs needed to succeed inside and outside the classroom. The Dean of Students provides support, interventions, and resources to at-risk students. Students could be at risk	$269,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of graduation, behavior, attendance, or academically. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will provide funding for two deans of students, one for each middle school site.		
3.6	Middle School Extra-Curricular Programs & After-School Sports	Middle School Extra-Curricular Programs and After-School Sports provide opportunities for students in the district to access various after-school clubs and programs to enrich and expand core curriculum learning. Extracurricular and Sports offerings vary yearly based on teacher availability, student needs, and district resources. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will fund Middle School Extra-Curricular Programs and After-School Sports supplies, materials, and equipment.	$175,552.00	Yes
3.7	Student Awards & Incentives	Student Awards and Incentives will provide tangible rewards or recognitions that can encourage regular and punctual attendance. Student Awards and Incentives create a sense of accomplishment and pride for students, further motivating them to attend school consistently. By offering incentives, schools can demonstrate the value they place on attendance and emphasize its importance to the overall student educational experience. This action will fund Student Awards and Incentives at all school sites.	$63,220.00	Yes
3.8	Increased Operations & Transportation Services & Staff	Increased Operations & Transportation Staff will extend support and services to provide transportation to ensure equitable access to school, community services, and other community resources that will help maximize student potential. Staff will also address improved sanitation of facilities to decrease illness and absences. This action will fund 4 operations and transportation staff members that will service all school sites.	$470,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Parent Engagement & Involvement	Parent Engagement & Involvement will help build the capacity of all families, including Low-Income, Foster Youth, and English Learners to support learning at home and bridge the instructional gap between home and school. Parent Engagement & Involvement funding resources will increase community outreach in efforts to increase participation from families who are less engaged and harder to connect to the school community. Parent engagement and involvement activities will include hosting parent education nights focusing on important topics such as internet safety, bullying prevention, and mental health awareness. Additionally, workshops will be offered to parents on supporting learning at home, understanding the curriculum, and accessing educational resources. This action will fund Parent Engagement & Involvement supplies, materials, and other resources. To strengthen this action to improve outcomes, classified staff extra time will be added to provide child care services at parent engagement and involvement activities.	$69,321.00	Yes
3.10	Middle School Alternative to Suspension (ATS)	Two ATS Teachers and two ATS Aides will support students experiencing classroom behavior challenges by implementing restorative practices and an SEL curriculum that teaches students how to manage their emotions and better self-regulate. The Middle School Alternative to Suspension (ATS) program will expand restorative practices and on-campus interventions. These initiatives will provide support for students to successfully transition back to the regular classroom and ensure that they do not experience academic setbacks while in ATS by delivering the grade-level curriculum. To strengthen this action and improve outcomes, professional development for ATS teachers in the area of social-emotional learning and behavioral support will be added.	$343,380.00	Yes

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
$15,334,548	$2,024,256

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.657%	1.296%	$457,480.00	44.953%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Librarians & Clerks at All School Sites **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district.	Librarians will support improving access to library and literacy services throughout the school day and during scheduled after-school hours. Clerks will engage in family outreach initiatives, monitor academic interventions, and offer support services to enhance student-school connectedness and engagement. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from access	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Langauge Arts (Metric 1.1) District local benchmarks (Illuminate Assessments) (Metric 1.6)

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
	Educational partner feedback from EL and low-income families indicated that many students have limited access to a wide range of books, which develops a love of reading among students and quiet places to read and study. **Scope:** LEA-wide	to library and literacy services and family outreach initiatives, monitoring of academic interventions, and support services.	
1.3	**Action:** District Supplemental Programs Oversight **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. CAASPP Math is at the lowest performance level, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from Teachers indicated that teachers have limited support in addressing their needs and receiving instructional coaching, which impacts the efficient use of instructional resources. **Scope:**	Two Assistant Superintendents will implement educational services, assess educational programs, and address student and staff needs. The Director of Curriculum will work closely with teachers and administrators to ensure that curriculum standards are met and that educational programs are aligned with state requirements. Three TOSAs will provide support in curriculum development, instructional coaching, staff professional development, and student intervention coordination. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from access to quality education and necessary support services.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Langauge Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2)

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
	LEA-wide		
1.4	**Action:** Classroom Educational Technology & Online Educational Support Services **Need:** The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to online instructional programs that support tier-II interventions and UA small-group instruction that help support the unique academic needs of low-income, foster youth, and ELs. **Scope:** LEA-wide	Our district will continue to provide Ed Tech and online instructional programs that support students to receive immediate feedback, helping students understand and learn from their mistakes quickly. This action is provided LEA-wide because additional student groups at the low-performance level in math can benefit from tier II interventions supported through educational technology.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2) District local benchmarks (Illuminate Math Assessments) (Metric 1.5)
1.5	**Action:** Technology Support Personnel **Need:** The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below	Our district will continue to provide Technology Support Personnel support for continued technology services district-wide. Technology Support Personnel will provide support to ensure that technology services are in good working order in order to avoid lost instructional time.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2)

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
	standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to technology services and request support from Technology Support Personnel to ensure that technology services are in good working order for both students and teachers and provide technical assistance and troubleshooting for classroom Ed tech digital tools and devices. **Scope:** LEA-wide	This action is provided LEA-wide because additional student groups at the low-performance level in math can benefit from educational technology, which is supported through this action.	District local benchmarks (Illuminate Math Assessments) (Metric 1.5)
1.6	**Action:** Middle School STEM & College and Career Exploration Program **Need:** The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to college and career programs at the middle school that can	Our district will continue to provide Middle School STEM & College and Career Exploration Program services for continued access to hands-on learning opportunities district-wide. Middle School STEM & College and Career Exploration Program will enhance motivation, engagement, and understanding of real-world applications, building essential skills, increasing college and career readiness, and broadening students' perspectives and aspirations. This action is provided school-wide because all students at this age can benefit from opportunities to broaden their perspectives in order to increase college and career readiness.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2) District local benchmarks (Illuminate Assessments) (Metric 1.5)

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
	serve to broaden students' exposure to STEM and College and Career opportunities. **Scope:** Schoolwide		
2.1	**Action:** Assistant Principals/Learning Directors **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Students who are not meeting standards need the appropriate intervention services based on their unique academic, behavioral, or SEL needs. Educational partner feedback from EL and low-income families indicated the need to monitor the progress of unduplicated students, attendance interventions, manage multi-tiered support systems, and oversee intervention services. **Scope:** LEA-wide	Our district will continue to provide Assistant Principals/Learning Directors to expand intervention services and increase multi-tiered systems of support. Assistant Principals/Learning Directors provide English learners and low-income students and foster youth support in intervention services and multi-tiered systems of support in the areas of academics, behavior, and social-emotional learning. This action is provided LEA-wide because students who are struggling with academics, behavior, and social-emotional learning can benefit from intervention services and multi-tiered systems of support.	We will monitor the progress of EL and low-income students using: The number of MTSS meetings held to review student interventions for ELs and low-income students (Metric 2.8)

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
2.2	**Action:** Class Size Reduction Teachers and Instructional Aides **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Educational partner feedback from EL and low-income families indicated that many students have limited access to small-group instruction and academic intervention support and request support for class size reductions to provide opportunities for increased student interactions in grades K-3. **Scope:** Schoolwide	Our district will continue to provide class size reductions to expand student interactions and small-group instruction. By providing small group instruction, teachers can better understand individual student needs and tailor their instruction accordingly through UDL learning principles, providing a more personalized learning experience that considers the unique learning needs of ELs and Low-income students. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from small-group instruction support and interventions.	We will monitor the progress of EL and low-income students using: Classroom walkthrough logs monitoring Universal Access Time (Metric 2.6)
2.3	**Action:** 95% Group Language Tutors & Program Needs **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red). Educational partner feedback from teachers indicates that ELs need additional support to	Our district will continue to provide 95% Group Language Tutors to expand EL programs/services. 95% Group Language Tutors provides intensive one-on-one tutoring to practice the many vowels and consonant blends only found in English, which are roadblocks for unduplicated students to overcome. This action is provided school-wide because all students in grades TK-5 can benefit from language and literacy support.	We will monitor the progress of EL and low-income students using: Implementation rubrics monitoring the percentage of EL students being served by the 95% group program (Metric 2.9)

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
	overcome the challenges of learning English to become proficient readers. **Scope:** Schoolwide		
2.4	**Action:** Supplemental Professional Development for Certificated & Classified Staff **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Teachers expressed in educational partner feedback the necessity for professional development in order to acquire the skills needed to craft more demanding and compelling learning experiences for students, thus enhancing rigor. **Scope:** LEA-wide	Our district will continue to provide Supplemental Professional Development for Certificated & Classified Staff to address and remedy barriers to learning encountered by unduplicated students. Supplemental Professional Development for Certificated & Classified Staff will help address and remedy barriers to learning encountered by English learners and low-income students and foster youth EL interventions and supports. This action is provided LEA-wide because all students in grades TK-8 can benefit from Supplemental Professional Development for Certificated & Classified Staff that will help address and remedy barriers to learning.	We will monitor the progress of EL and low-income students using: Percent of classroom walk-throughs demonstrating rigor beyond remembering and understanding. (Metric 2.4)
2.5	**Action:** Increased Daily Instruction (20 Minutes)	Our district will continue to provide Increased Daily Instruction (20 Minutes) to expand academic intervention in small groups, SEL instruction, and	We will monitor the progress of EL and low-income students using:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Educational partner feedback from Teachers and Administration indicated the need for necessary academic intervention in small groups, SEL instruction, and increased student interactions to increase improved student engagement and academic performance in grades TK-8. **Scope:** 　LEA-wide	increased student interactions. Increased Daily Instruction (20 Minutes) will help increase improved student engagement and academic performance for English learners and low-income students and foster youth. This action is provided LEA-wide because all students in grades TK-8 can benefit from Increased Daily Instruction (20 Minutes) that will help increase improved student engagement and academic performance.	Classroom walkthrough logs monitoring Universal Access Time (Metric 1.5)
3.1	**Action:** Counselors & Behavior Intervention Specialist **Need:** The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback fro low-income families indicated the need to improve social-	Our district will continue to provide Counselors & Behavior Intervention Specialist will expand social-emotional behavior support. Counselors & Behavior Intervention Specialists will help increase student engagement and connectedness for English learners, low-income students, and foster youth. This action is provided LEA-wide because all students in grades TK-8 can benefit from Counselors & Behavior Intervention Specialists who will help improve student engagement and connectedness.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7)

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
	emotional behavior and the sense of having a caring adult at all school sites and requested Counselors & Behavior Intervention Specialists to increase improved student engagement and connectedness in grades TK-8. **Scope:** LEA-wide		
3.2	**Action:** Health Services **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster youth and low-income families indicated that many students had limited access to health prevention and support and requested support from health services to provide opportunities for increased student academic engagement in grades TK-8. **Scope:**	Our district will continue providing Health Services to expand student academic engagement. Health Services provides English learners, low-income students, and foster youth support in health prevention and support services. This action is provided LEA-wide because all students in grades TK-8 can benefit from health prevention and support services that will ultimately expand student academic engagement for students in grades TK-8.	We will monitor the progress of Foster and Homeless Youth students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

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
	LEA-wide		
3.3	**Action:** District Music Program **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster and homeless youth and low-income families indicated that many students had limited access to the music-enriching curriculum and requested support from the District Music Program to provide opportunities for increased student academic engagement in grades TK-8. **Scope:** LEA-wide	Our district will continue providing District Music Program services to directly contribute to school climate and student engagement by providing students with an enriching experience they might not otherwise have access to. This action is provided LEA-wide because all students in grades TK-8 can benefit from the District Music Program, which will ultimately expand student academic engagement for students in grades TK-8.	We will monitor the progress of Foster and Homeless Youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.4	**Action:** Districtwide Physical Education Program **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23%	Our district will continue to provide the District Physical Education Program to expand education on nutrition and engaging in healthy lifestyle choices. District Physical Education Program will help increase student engagement and connectedness for English learners, low-income students, and foster youth.	We will monitor the progress of Foster and Homeless Youth and low-income students using: CA Dashboard monitoring Average Chronic

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
	chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from Foster and Homeless Youth and low-income families indicated the need to appropriately educate students on proper nutrition and engaging in healthy lifestyle choices and requested a Districtwide Physical Education Program to increase improved student engagement and connectedness in grades TK-8. **Scope:** LEA-wide	This action is provided LEA-wide because all students in grades TK-8 can benefit from the District Physical Education Program, which will help improve student engagement and connectedness.	Absenteeism Rates (Metric 3.5)
3.5	**Action:** Middle School Dean of Students **Need:** The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback from foster youth, EL, and low-income families indicated that many students had limited access to support, interventions, and resources for at-	Our district will continue to provide the Middle School Dean of Students to expand support, interventions, and resources for at-risk students. The Middle School Dean of Students will help increase school site conditions and climate for English learners, low-income students, and foster youth. This action is provided school-wide because all students in grades 6-8 can benefit from the Middle School Dean of Students, which will help improve school site conditions and climate.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7)

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
	risk students and requested support from the Middle School Dean of Students to provide opportunities for increased school site conditions and climate in grades 6-8. **Scope:** Schoolwide		
3.6	**Action:** Middle School Extra-Curricular Programs & After-School Sports **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster and homeless youth and low-income families indicated that many students had limited access to various after-school clubs and programs to enrich and expand core curriculum learning. These programs and activities provide students with a sense of belonging and connection to their school, making them more likely to attend regularly. **Scope:**	Our district will continue to provide Middle School Extra-Curricular Programs and After-School Sports to expand access to various after-school clubs and programs to enrich and expand core curriculum learning. The Middle School Extra-Curricular Programs and After-School Sports will help increase school site conditions and climate for English learners, low-income students, and foster youth. This action is provided school-wide because all students in grades 6-8 can benefit from the Middle School Extra-Curricular Programs and After-School Sports, which will help improve school site conditions and climate.	We will monitor the progress of Foster and Homeless Youth and low-income students using: CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.7	**Action:** Student Awards & Incentives **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from parents and staff indicated the need to increase student incentives. Student incentives serve as positive reinforcement, encouraging a habit of attendance that extends beyond the immediate rewards. **Scope:** LEA-wide	Our district will continue to provide Student Awards and Incentives to expand access to various special academic awards. The Student Awards and Incentives will allow schools to demonstrate the value they place on attendance and emphasize its importance to the overall student educational experience. This action is provided LEA-wide because all students in grades TK-8 can benefit from the Student Awards and Incentives, which will help increase student attendance.	We will monitor the progress of homeless youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.8	**Action:** Increased Operations & Transportation Services & Staff **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster	Increased Operations & Transportation Staff will extend support and services to provide transportation to ensure equitable access to school, community services, and other community resources that will help maximize student potential. Staff will also address improved sanitation of facilities to decrease illness and absences. This action will fund 4 operations and transportation staff members that will service all school sites.	We will monitor the progress of Foster and Homeless Youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4)

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
	(Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster youth, EL, and low-income families indicated that many students have limited access to transportation services and improved sanitation of facilities and requested support from the Increased Operations & Transportation Services & Staff to provide opportunities for increased student academic engagement in grades TK-8. **Scope:** LEA-wide	This action is provided LEA-wide because all students in grades TK-8 can benefit from the Operations & Transportation Services & Staff, which will ultimately expand student academic engagement for students in grades TK-8.	CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.9	**Action:** Parent Engagement & Involvement **Need:** In 2023, only 41% of schools have parent representation on the District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC). Educational partner feedback from EL and low-income families indicated limited access to support learning at home and bridging the instructional gap between home and school. They requested support from Parent Engagement & Involvement to provide opportunities for increased parental involvement.	Our district will continue to provide Parent Engagement & Involvement to expand access to support learning at home and bridge the instructional gap between home and school. These activities will include hosting parent education nights focusing on important topics such as internet safety, bullying prevention, and mental health awareness. Additionally, workshops will be offered to parents on supporting learning at home, understanding the curriculum, and accessing educational resources. This action is provided LEA-wide because all students and families in grades TK-8 can benefit from the Parent Engagement & Involvement, which will help improve parental involvement.	We will monitor the progress of EL and low-income students using: District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC) percentage of schools with parent representation (Metric 3.2)

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		
3.10	**Action:** Middle School Alternative to Suspension (ATS) **Need:** The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback from low-income middle school families indicated the need to continue to provide restorative practices and on-campus interventions and request support from the Middle School Alternative to Suspension (ATS) program to provide opportunities for increased restorative circles, SEL curriculum, and behavior conferencing for students in grades 6-8. **Scope:** Schoolwide	Our district will continue to provide Middle School Alternative to Suspension (ATS) programs to expand restorative practices and on-campus interventions. These initiatives will provide support for students to successfully transition back to the regular classroom and ensure that they do not experience academic setbacks while in ATS by delivering the grade-level curriculum. This action is provided school-wide because students struggling with behaviors in grades 6-8 can benefit from restorative practices and on-campus interventions.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7)

Limited Actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** EL Support Staff **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL (Red), 102.9 points below standard. Educational partner feedback from EL and low-income families indicated the need for necessary assistance and support for all EL Students with EL interventions and supports. **Scope:** Limited to Unduplicated Student Group(s)	Our district will continue to provide EL Support Staff to expand EL programs/services. EL support staff will work collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet ELs' linguistic and academic needs.	We will monitor the progress of EL students using: Academic Indicator for CAASPP Langauge Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2) Average Progress Towards English Langauge Proficiency (Metric 1.3)

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.

Educational partner feedback provided valuable input on needed staff on school campuses who will provide direct services to students. All schools at WUESD are above the 55% unduplicated pupil percentage; therefore, there are no 2024-25 LCAP for WUESD comparison schools. The criteria used to determine which schools receive additional staff was based on the highest schools with unduplicated students.

Additional concentration grants were used to hire additional staff:

Action 1.1 - Additional Teachers for Class-Size Reduction
Action 2.2 - Additional FTE (.50) for Teacher on Special Assignment
Action 2.3 - Additional FTE for 95% Group Language Tutors
Action 3.8 - Additional FTE (2.2) for Operations and Transporation Staff

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:22
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:24

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	$35,125,064.00	15,334,548	43.657%	1.296%	44.953%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,966,862.00	$38,813.00	$170,643.00	$80,354.00	$16,256,672.00	$13,523,617.00	$2,733,055.00

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	EL Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025 School Year	$1,260,625.00	$165,500.00	$1,345,771.00			$80,354.00	$1,426,125.00	
1	1.2	Librarians & Clerks at All School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$921,963.00	$0.00	$921,963.00				$921,963.00	
1	1.3	District Supplemental Programs Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,010,942.00	$3,258.00	$904,635.00	$38,813.00	$70,752.00		$1,014,200.00	
1	1.4	Classroom Educational Technology & Online Educational Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$1,839,437.00	$1,839,437.00				$1,839,437.00	
1	1.5	Technology Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$619,166.00	$759.00	$575,975.00		$43,950.00		$619,925.00	
1	1.6	Middle School STEM & College and Career Exploration Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2024-2025 School Year	$0.00	$45,000.00	$45,000.00				$45,000.00	

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
2	2.1	Assistant Principals/Learning Directors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,121,843.00	$159,550.00	$1,281,393.00				$1,281,393.00	
2	2.2	Class Size Reduction Teachers and Instructional Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens, John L. Prueitt, Teresa Burke, and James A. Forrest Elementary School Kindergarten - 3rd Grade	2024-2025 School Year	$1,965,139.00	$0.00	$1,965,139.00				$1,965,139.00	
2	2.3	95% Group Language Tutors & Program Needs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens and Teresa Burke Elementary School TK - 5th Grade	2024-2025 School Year	$358,615.00	$0.00	$358,615.00				$358,615.00	
2	2.4	Supplemental Professional Development for Certificated & Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$657,557.00	$272,000.00	$929,557.00				$929,557.00	
2	2.5	Increased Daily Instruction (20 Minutes)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$905,772.00	$0.00	$905,772.00				$905,772.00	
3	3.1	Counselors & Behavior Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,415,403.00	$6,800.00	$1,422,203.00				$1,422,203.00	
3	3.2	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$928,340.00	$6,764.00	$935,104.00				$935,104.00	

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	3.3	District Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$239,809.00	$78,000.00	$317,809.00				$317,809.00	
3	3.4	Districtwide Physical Education Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$882,547.00	$0.00	$882,547.00				$882,547.00	
3	3.5	Middle School Dean of Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2024-2025 School Year	$269,889.00	$0.00	$269,889.00				$269,889.00	
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2024-2025 School Year	$117,585.00	$57,967.00	$175,552.00				$175,552.00	
3	3.7	Student Awards & Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$63,220.00	$63,220.00				$63,220.00	
3	3.8	Increased Operations & Transportation Services & Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$470,521.00	$0.00	$414,580.00		$55,941.00		$470,521.00	
3	3.9	Parent Engagement & Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$34,521.00	$34,800.00	$69,321.00				$69,321.00	
3	3.10	Middle School Alternative to Suspension (ATS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th	2024-2025 School Year	$343,380.00	$0.00	$343,380.00				$343,380.00	

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
							Grade									

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
$35,125,064.00	15,334,548	43.657%	1.296%	44.953%	$15,966,862.00	0.000%	45.457 %	**Total:**	$15,966,862.00
								LEA-wide Total:	$11,463,516.00
								Limited Total:	$1,345,771.00
								Schoolwide Total:	$3,157,575.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	EL Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,345,771.00	
1	1.2	Librarians & Clerks at All School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$921,963.00	
1	1.3	District Supplemental Programs Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$904,635.00	
1	1.4	Classroom Educational Technology & Online Educational Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,839,437.00	
1	1.5	Technology Support Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$575,975.00	
1	1.6	Middle School STEM & College and Career Exploration Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue	$45,000.00	

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 (%)
						Middle School 6th - 8th Grade		
2	2.1	Assistant Principals/Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,281,393.00	
2	2.2	Class Size Reduction Teachers and Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens, John L. Prueitt, Teresa Burke, and James A. Forrest Elementary School Kindergarten - 3rd Grade	$1,965,139.00	
2	2.3	95% Group Language Tutors & Program Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens and Teresa Burke Elementary School TK - 5th Grade	$358,615.00	
2	2.4	Supplemental Professional Development for Certificated & Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$929,557.00	
2	2.5	Increased Daily Instruction (20 Minutes)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$905,772.00	
3	3.1	Counselors & Behavior Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,422,203.00	
3	3.2	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$935,104.00	
3	3.3	District Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$317,809.00	
3	3.4	Districtwide Physical Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$882,547.00	

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 (%)
3	3.5	Middle School Dean of Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	$269,889.00	
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	$175,552.00	
3	3.7	Student Awards & Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,220.00	
3	3.8	Increased Operations & Transportation Services & Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$414,580.00	
3	3.9	Parent Engagement & Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,321.00	
3	3.10	Middle School Alternative to Suspension (ATS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	$343,380.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,159,549.00	$15,205,486.00

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	Fulltime Library Secretary/Clerks at All Schools	Yes	$537,144.00	$538,477.00
1	1.2	Classroom Educational Technology	Yes	$180,237.00	$166,389.00
1	1.3	Educational Technology Specialist	Yes	$152,736.00	$160,631.00
1	1.4	Classified Technology Support Personnel	Yes	$439,845.00	$440,250.00
1	1.5	Online Educational Support Services	Yes	$235,172.00	$237,911.00
1	1.6	Technology Support Services - Contracted	Yes	$144,934.00	$146,011.00
1	1.7	District Supplemental Programs Oversight - Administration	Yes	$347,046.00	$355,997.00
1	1.8	Teachers to Lower Class Sizes	Yes	$2,733,531.00	$2,731,806.00
1	1.9	Alternative to Suspension Program (ATS)	Yes	$392,050.00	$395,111.00
1	1.10	* Increased Access to School Transportation	No	$0.00	$0.00
1	1.11	Student Data Specialists	Yes	$130,898.00	$126,795.00

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	1.12	Portable Classroom Rental	Yes	$3,767.00	$3,767.00
1	1.13	CCSS Textbook Adoption	No	$0.00	$0.00
1	1.14	*Parent Engagement	No	$0.00	$0.00
1	1.15	STEM Program - Middle Schools	Yes	$26,900.00	$25,801.00
1	1.16	95% Group Language Tutors and Program Needs	Yes	$533,845.00	$537,004.00
1	1.17	Intervention Coach	Yes	$139,191.00	$139,304.00
2	2.1	Coordinator of EL and Early Literacy	No	$204,617.00	$190,175.00
2	2.2	EL and Early Literacy Support Staff	Yes	$197,560.00	$181,015.00
2	2.3	EL Student Coaches	Yes	$609,117.00	$610,414.00
2	2.4	English Learner Parent Liaisons (All Schools)	Yes	$375,648.00	$378,899.00
2	2.5	Increased Access to Current and Relevant Reading Material	Yes	$45,505.00	$35,900.00
2	2.6	English Learner Supplemental Program Supplies	Yes	$2,987.00	$6,812.00
2	2.7	K-8 Literacy Program Supplies	Yes	$48,000.00	$49,237.00

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)
2	2.9	Site Allocations for Services to EL Students	Yes	$185,100.00	$187,017.00
3	3.1	Supplemental Professional Development	Yes	$310,619.00	$313,214.00
3	3.2	New Teacher Onboarding	No	$0.00	$0.00
3	3.3	Classified Professional Development (10 and 11 Month Employees)	Yes	$56,556.00	$60,789.00
3	3.4	Flexible Professional Development Activities	Yes	$1,860.00	$5,991.00
3	3.5	District Curriculum Committee	Yes	$182,842.00	$169,615.00
3	3.6	Workshops, Conferences, and Presenters	Yes	$7,101.00	$11,377.00
3	3.7	Increased Daily Instruction (20 Minutes)	Yes	$823,430.00	$829,979.00
3	3.8	Curriculum & Assessment Coordinator	Yes	$127,540.00	$133,717.00
3	3.9	Prevention Programs Coordinator	Yes	$75,527.00	$62,050.00
4	4.1	Counselors and Behavior Intervention Specialist at All School Sites	Yes	$1,445,056.00	$1,446,009.00
4	4.2	Enhanced Health Services at All Schools	Yes	$1,031,198.00	$1,040,798.00
4	4.3	Advancement Via Individual Determination (AVID)	Yes	$29,980.00	$30,224.00
4	4.4	District Instumental Music Program	Yes	$264,013.00	$294,456.00

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)
4	4.5	Extra-Curricular Programs	No	$55,523.00	$50,891.00
4	4.6	Districtwide Physical Education Program	Yes	$910,449.00	$916,353.00
4	4.7	LCFF/LCAP Translator	Yes	$127,084.00	$131,660.00
4	4.8	District Extracurricular Competitions	No	$0.00	$0.00
4	4.9	Academic Achievement Awards and Incentives	Yes	$17,219.00	$17,971.00
4	4.10	Afterschool Sports Programs - Middle Schools	Yes	$76,212.00	$78,756.00
4	4.11	Assistant Principal/Learning Director	Yes	$1,147,746.00	$1,150,768.00
4	4.12	Maintenance, Operations, and Transportation Staff - Groundskeeper, Maintenance, Bus Drivers, and Custotian Staff	Yes	$136,814.00	$137,101.00
4	4.13	Mentorship Program	No	$22,151.00	$22,911.00
4	4.14	Academic Deans (Middle Schools)	Yes	$285,358.00	$293,112.00
4	4.15	Homeless and Foster Youth Supports	Yes	$2,500.00	$4,791.00
4	4.16	* Increased Access to School Transportation	Yes	$329,527.00	$328,990.00
4	4.17	*Parent Engagement	Yes	$27,414.00	$29,240.00

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)
5	5.1	95% Group Language Tutors and Program Needs	No	$0.00	$0.00
5	5.2	Increased Daily Instruction (20 Minutes)	No	$0.00	$0.00
5	5.3	Mentorship Program	No	$0.00	$0.00
5	5.4	Academic Deans (Middle Schools)		$0.00	$0.00
5	5.5	Instructional After-School Intervention (K-8)	No	$0.00	$0.00
5	5.6	Kindergarten Readiness	No	$0.00	$0.00
5	5.7	Homeless and Foster Youth Supports	No	$0.00	$0.00

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)
15,398,989.00	$14,877,258.00	$14,941,509.00	($64,251.00)	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)
1	1.1	Fulltime Library Secretary/Clerks at All Schools	Yes	$537,144.00	$538,477.00		
1	1.2	Classroom Educational Technology	Yes	$180,237.00	$166,389.00		
1	1.3	Educational Technology Specialist	Yes	$152,736.00	$160,631.00		
1	1.4	Classified Technology Support Personnel	Yes	$439,845.00	$440,250.00		
1	1.5	Online Educational Support Services	Yes	$235,172.00	$237,911.00		
1	1.6	Technology Support Services - Contracted	Yes	$144,934.00	$146,011.00		
1	1.7	District Supplemental Programs Oversight - Administration	Yes	$347,046.00	$355,997.00		
1	1.8	Teachers to Lower Class Sizes	Yes	$2,733,531.00	$2,731,806.00		
1	1.9	Alternative to Suspension Program (ATS)	Yes	$392,050.00	$395,111.00		
1	1.11	Student Data Specialists	Yes	$130,898.00	$126,795.00		
1	1.12	Portable Classroom Rental	Yes	$3,767.00	$3,767.00		
1	1.15	STEM Program - Middle Schools	Yes	$26,900.00	$25,801.00		
1	1.16	95% Group Language Tutors and Program Needs	Yes	$533,845.00	$537,004.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Intervention Coach	Yes	$139,191.00	$139,304.00		
2	2.2	EL and Early Literacy Support Staff	Yes	$197,560.00	$181,015.00		
2	2.3	EL Student Coaches	Yes	$609,117.00	$610,414.00		
2	2.4	English Learner Parent Liaisons (All Schools)	Yes	$375,648.00	$378,899.00		
2	2.5	Increased Access to Current and Relevant Reading Material	Yes	$45,505.00	$35,900.00		
2	2.6	English Learner Supplemental Program Supplies	Yes	$2,987.00	$6,812.00		
2	2.7	K-8 Literacy Program Supplies	Yes	$48,000.00	$49,237.00		
2	2.9	Site Allocations for Services to EL Students	Yes	$185,100.00	$187,017.00		
3	3.1	Supplemental Professional Development	Yes	$310,619.00	$313,214.00		
3	3.3	Classified Professional Development (10 and 11 Month Employees)	Yes	$56,556.00	$60,789.00		
3	3.4	Flexible Professional Development Activities	Yes	$1,860.00	$5,991.00		
3	3.5	District Curriculum Committee	Yes	$182,842.00	$169,615.00		
3	3.6	Workshops, Conferences, and Presenters	Yes	$7,101.00	$11,377.00		
3	3.7	Increased Daily Instruction (20 Minutes)	Yes	$823,430.00	$829,979.00		
3	3.8	Curriculum & Assessment Coordinator	Yes	$127,540.00	$133,717.00		
3	3.9	Prevention Programs Coordinator	Yes	$75,527.00	$62,050.00		
4	4.1	Counselors and Behavior Intervention Specialist at All School Sites	Yes	$1,445,056.00	$1,446,009.00		
4	4.2	Enhanced Health Services at All Schools	Yes	$1,031,198.00	$1,040,798.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Advancement Via Individual Determination (AVID)	Yes	$29,980.00	$30,224.00		
4	4.4	District Instumental Music Program	Yes	$264,013.00	$294,456.00		
4	4.6	Districtwide Physical Education Program	Yes	$910,449.00	$916,353.00		
4	4.7	LCFF/LCAP Translator	Yes	$127,084.00	$131,660.00		
4	4.9	Academic Achievement Awards and Incentives	Yes	$17,219.00	$17,971.00		
4	4.10	Afterschool Sports Programs - Middle Schools	Yes	$76,212.00	$78,756.00		
4	4.11	Assistant Principal/Learning Director	Yes	$1,147,746.00	$1,150,768.00		
4	4.12	Maintenance, Operations, and Transportation Staff - Groundskeeper, Maintenance, Bus Drivers, and Custotian Staff	Yes	$136,814.00	$137,101.00		
4	4.14	Academic Deans (Middle Schools)	Yes	$285,358.00	$293,112.00		
4	4.15	Homeless and Foster Youth Supports	Yes	$2,500.00	$4,791.00		
4	4.16	* Increased Access to School Transportation	Yes	$329,527.00	$328,990.00		
4	4.17	*Parent Engagement	Yes	$27,414.00	$29,240.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$35,288,367.00	15,398,989.00	0.000%	43.638%	$14,941,509.00	0.000%	42.341%	$457,480.00	1.296%

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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  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:

  - **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)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023