LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Western Placer Unified School District
CDS Code: 31-66951-0000000
School Year: 2024-25
LEA contact information:
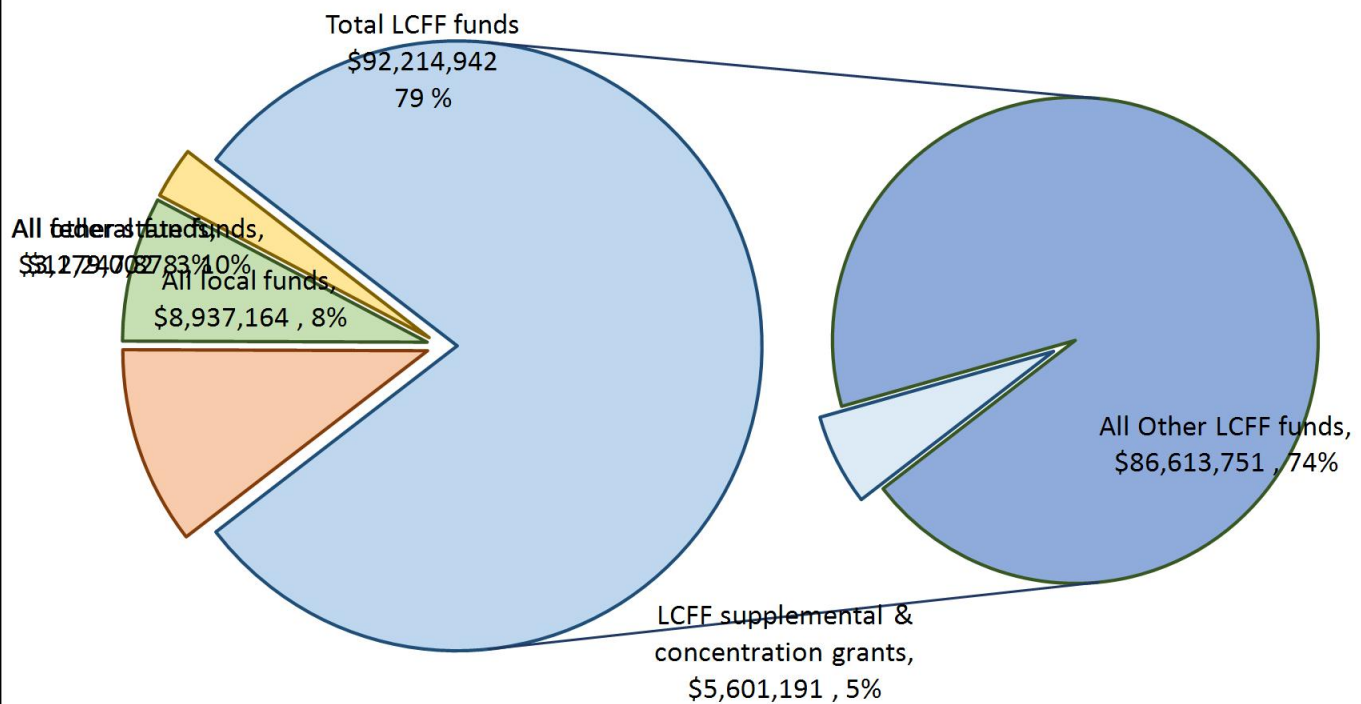Reno Penders
Director, Educational Services
rpenders@wpusd.org
916-645-6350

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
$92,214,942
79 %

All other state funds,
$12,247,878 , 10%

All federal funds,
$3,179,002 , 3%

All local funds,
$8,937,164 , 8%

All Other LCFF funds,
$86,613,751 , 74%

LCFF supplemental &
concentration grants,
$5,601,191 , 5%

This chart shows the total general purpose revenue Western Placer Unified 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 Western Placer Unified School District is $116,578,986, of which $92,214,942 is Local Control Funding Formula (LCFF), $12,247,878 is other state funds, $8,937,164 is local funds, and $3,179,002 is federal funds. Of the $92,214,942 in LCFF Funds, $5,601,191 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
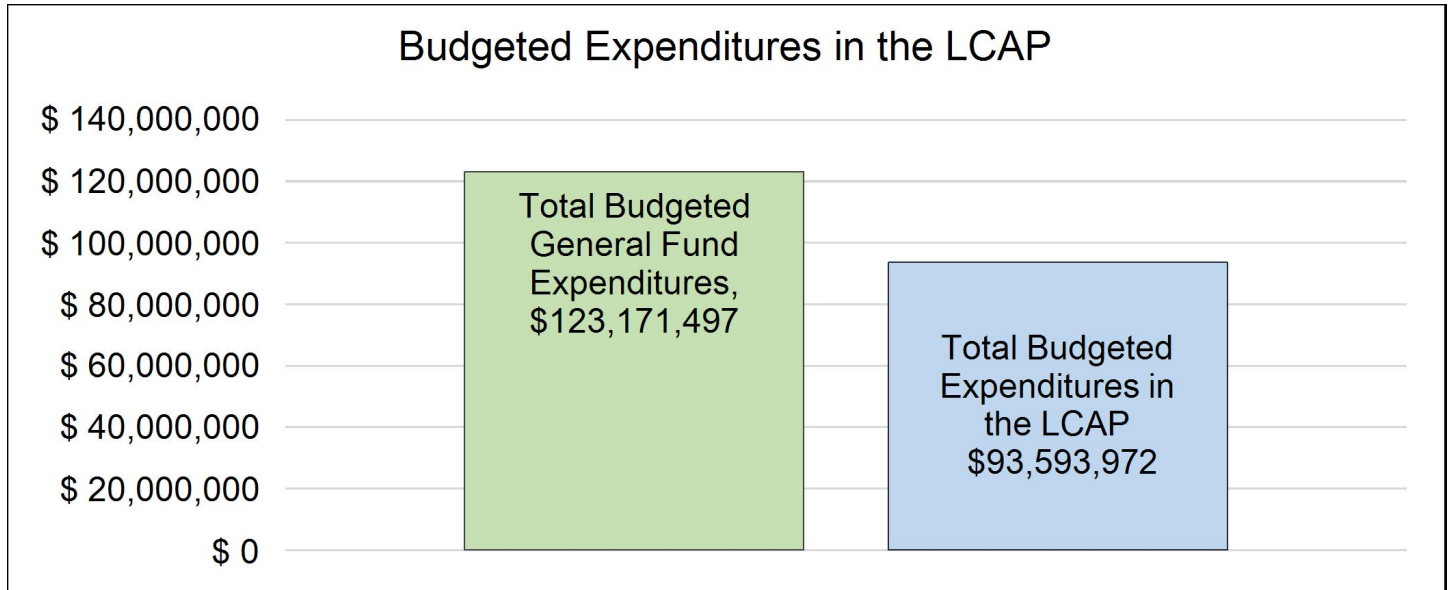
This chart provides a quick summary of how much Western Placer Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Western Placer Unified School District plans to spend $123,171,497 for the 2024-25 school year. Of that amount, $93,593,972 is tied to actions/services in the LCAP and $29,577,525 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
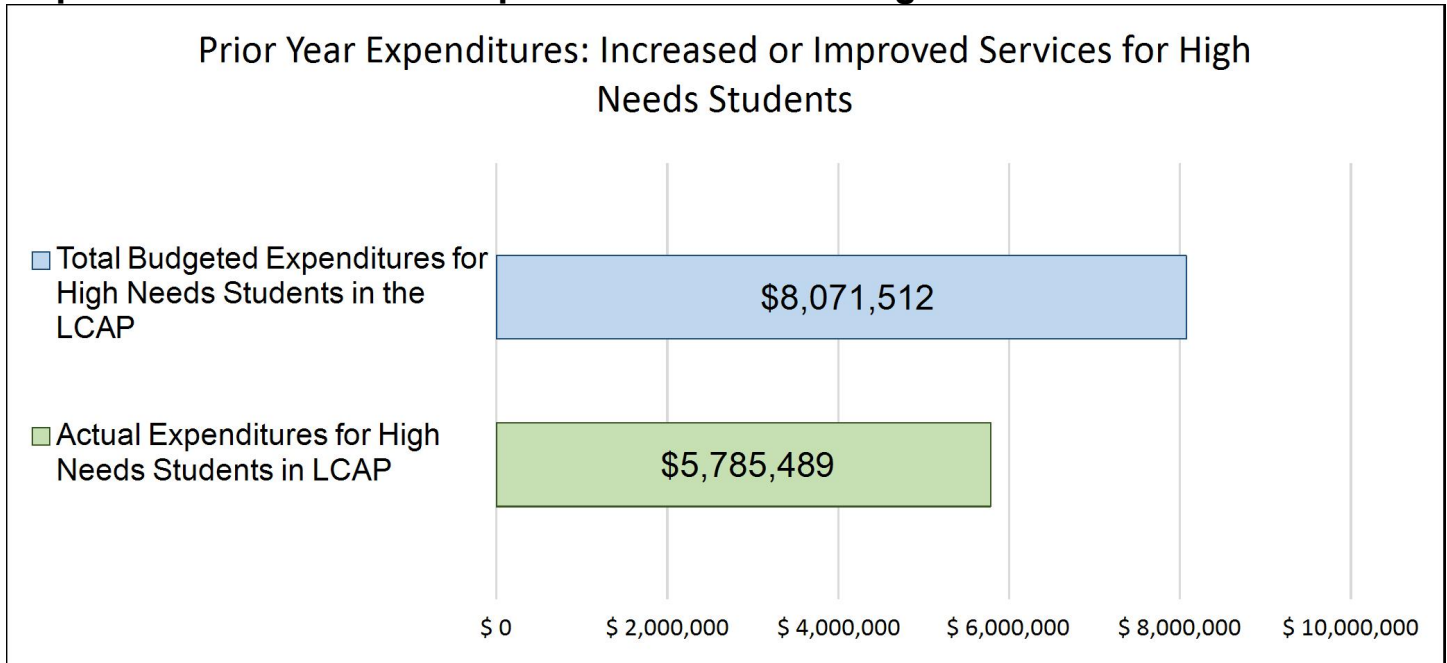
Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (nonsupplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($26,403,841 / 21.4%). Students have access to extracurricular activities such as afterschool sports and clubs and after school programs ($2,966,650 / 2.4%). These expenses are not included in the LCAP.

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

In 2024-25, Western Placer Unified School District is projecting it will receive $5,601,191 based on the enrollment of foster youth, English learner, and low-income students. Western Placer Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Western Placer Unified School District plans to spend $10,868,518 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $8,071,512

□ Actual Expenditures for High Needs Students in LCAP — $5,785,489

Axis: $0 $2,000,000 $4,000,000 $6,000,000 $8,000,000 $10,000,000

This chart compares what Western Placer Unified 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 Western Placer Unified 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, Western Placer Unified School District's LCAP budgeted $8,071,512 for planned actions to increase or improve services for high needs students. Western Placer Unified School District actually spent $5,785,489 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,286,023 had the following impact on Western Placer Unified School District's ability to increase or improve services for high needs students:

After the 2023/2024 LCAP was board approved (6/23), the District realigned and reallocated $303,000 of staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students). Specifically those expenditures funded were, AVID supports, high school tutoring, intervention supports, Director of Support Services, Director of Educational Services, Mental Health providers (Wellness Together) and summer/extended learning instructional programs and transportation. Supports were made after the fiscal year started towards Student Senate, Youth Truth Surveys and Performance Matters. Various vacancies or unfilled positions caused a carryover of unspent funds. As in prior years, the District plans to spend the 20232/2024 unspent carryover of Supplemental funds in the 2024/2024, 2025/2026 and 2026/2027 budget years to support high needs students (specifically in adding newcomer classes at our high schools, mental health service providers, Wellness Centers and Dual Language Immersion Teacher on Special Assignment) .

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
Western Placer Unified School District	Reno Penders Director, Educational Services	rpenders@wpusd.org 916-645-6350

Goals and Actions

Goal

Goal #	Description
1	All students will graduate from high school college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard English Language Arts Indicator (all students)	All students scored 19.9 points above standard in English Language Arts on the Fall 2019 CA School Dashboard Indicator.	All students scored an average of 14 points above standard on the English Language Arts SBAC test, according to the district's Illuminate DnA system, a decrease of 5.5 points.	All students scored an average of 15 points above standard on the spring 2022 English Language Arts SBAC test, an increase in 1 point from last year.	All students scored on average of 12.7 points above standard on spring 2023 English Language Arts SBAC test, a decrease of 2.3 points.	All students will score at least 35 points above standard in English Language Arts on the CA School Dashboard Indicator.
CA Dashboard English Language Arts Indicator (significant subgroups)	Our significant subgroups scored the following in English Language Arts on the Fall 2019 CA School Dashboard Indicator: White - 29.8 points above standard Hispanic - 4.7 points below standard	Our significant subgroups scored the following on the English Language Arts SBAC test, according to the district's Illuminate DnA system: White - 25 points above standard (a decrease of 4.8 points)	Our significant subgroups scored the following on the spring 2022 English Language Arts SBAC test: White - 26 points above standard (an increase of 1 point) Hispanic - 13 points below standard (an increase of 1 point)	Our significant subgroups scored the following on the spring 2022 English Language Arts SBAC test: White - 27.8 points above standard (an increase of 1.4 points) Hispanic - 20.6 points below standard (a decrease of 7.3 points)	Our significant subgroups will score at least the following in English Language Arts on the CA School Dashboard Indicator: White - 40 points above standard Hispanic - 15 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically disadvantaged - 9.5 points below standard Students with disabilities - 59.4 points below standard English Learner - 27.7 points below standard	Hispanic - 14 points below standard (a decrease of 4.8 points) Socioeconomically disadvantaged - 18 points below standard (a decrease of 8.5 points) Students with disabilities - 55 points below standard (an increase of 4.4 points) English Learners - 93 points below standard (a decrease of 65.3 points)	Socioeconomically disadvantaged - 20 points below standard (a decrease of 2 points) Students with disabilities - 70 points below standard (an decrease of 15 points) English Learners - 39 points below standard (an increase of 54 points)	Socioeconomically disadvantaged - 21.9 points below standard (a decrease of 1.9 points) Students with disabilities - 81.7 points below standard (an decrease of 10.2 points) English Learners - 55.4 points below standard (a decrease of 16.4 points)	Socioeconomically disadvantaged - 10 points above standard Students with disabilities - at standard English Learner - at standard
SBAC for ELA (all students)	In spring 2019, 60.9% of students met or exceeded standard on the SBAC for ELA.	In spring 2021, 56.8% of students met or exceeded standard on the SBAC for ELA (-4.1%).	In spring 2022, 57.8% of students met or exceeded standard on the SBAC for ELA (+1%).	In spring 2023, 56.73% of students met or exceeded standard on the SBAC for ELA (-1%).	60% of all students will meet or exceed standard on the SBAC for ELA.
SBAC for ELA (significant subgroups)	In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate: White - 65.4%	In spring 2021, our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate: White - 62.1% (-3.3%)	In spring 2022, our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate:	In spring 2022, our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate:	Our significant subgroups will meet or exceed standard on the SBAC for ELA at the following rate: White - 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic - 49.2% Socioeconomically disadvantaged - 47% Students with disabilities - 22.7% English Learner - 21.8%	Hispanic - 44.0% (-5.2%) Socioeconomically disadvantaged - 38.9% (-8.1%) Students with disabilities - 21.6% (-1.1%) English Learner - 14.1% (-7.7%)	White - 62.8% (+0.7%) Hispanic - 46.6% (+2.6%) Socioeconomically disadvantaged - 43.4% (+4.5%) Students with disabilities - 20.1% (-1.5%) English Learner - 18.9% (+4.8%)	White - 63.73% (+0.84%) Hispanic - 42% (-4.9%) Socioeconomically disadvantaged - 43.15% (-.2%) Students with disabilities - 20.44% (+.3%) English Learner - 12.5% (-6.4%)	Hispanic - 55% Socioeconomically disadvantaged - 52% Students with disabilities - 35% English Learner - 30%
CA Dashboard Math Indicator (all students)	All students scored 3.8 points below standard in Math on the Fall 2019 CA School Dashboard Indicator.	All students scored an average of 29 points below above standard on the Mathemetics SBAC test, according to the district's Illuminate DnA system, a decrease of 25.2 points.	All students scored an average of 26.5 points below above standard on the spring 2022 Mathematics SBAC test, an increase of 2.5 points.	All students scored an average of 17.6 points below standard on the spring 2023 Mathematics SBAC test, an increase of 8.9 points.	All students will score at least 15 points above standard in Math on the CA School Dashboard Indicator.
CA Dashboard Math Indicator (significant subgroups)	Our significant subgroups scored the following in Math on the Fall 2019 CA School Dashboard Indicator:	Our significant subgroups scored the following on the Mathematics SBAC test, according to the district's Illuminate DnA system:	Our significant subgroups scored the following on the spring 2022 Mathematics SBAC test:	Our significant subgroups scored the following on the spring 2023 Mathematics SBAC test:	Our significant subgroups will score at least the following in Math on the CA School Dashboard Indicator:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White - 9.3 points above standard Hispanic - 33.7 points below standard Socioeconomically disadvantaged - 35.2 points below standard Students with disabilities - 84.9 points below standard English Learner - 50.3 points below standard	White - 15 points below standard (a decrease of 24.3 points) Hispanic - 62 points below standard (a decrease of 28.3 points) Socioeconomically disadvantaged - 67 points below standard (a decrease of 31.8 points) Students with disabilities - 93 points below standard (a decrease of 8.1 points) English Learners - 67 points below standard (a decrease of 16.7 points)	White - 12 points below standard (an increase of 3 points) Hispanic - 58 points below standard (an increase of 4 points) Socioeconomically disadvantaged - 62 points below standard (an increase of 5 points) Students with disabilities - 98 points below standard (a decrease of 5 points) English Learners - 74 points below standard (a decrease of 7 points)	White - 1 points below standard (an increase of 10.7 points) Hispanic - 52.5 points below standard (an increase of 5.7 points) Socioeconomically disadvantaged - 51.8 points below standard (an increase of 9.8 points) Students with disabilities - 101.5 points below standard (a decrease of 1.4 points) English Learners - 73.6 points below standard (a decrease of .6 points)	White - 20 points above standard Hispanic - at standard Socioeconomically disadvantaged - at standard Students with disabilities - at standard English Learner - at standard
SBAC for Math (all students)	In spring 2019, 51.8% of students met or exceeded standard on the SBAC for Math.	In spring 2021, 38.8% of students met or exceeded standard on the SBAC for Math. (-13%)	In spring 2022, 41.8% of students met or exceeded standard on the SBAC for Math. (+3%)	In spring 2023, 44.59% of students met or exceeded standard on the SBAC for Math. (+2.84%)	50% of all students will meet or exceed standard on the SBAC for Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC for Math (significant subgroups)	In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate: White - 58.1% Hispanic - 38.1% Socioeconomically disadvantaged - 36.4% Students with disabilities - 19.7% English Learner - 19.6%	In spring 2021, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate: White - 44.2% (-13.9%) Hispanic - 25.4% (-12.7%) Socioeconomically disadvantaged - 23.5% (-12.9%) Students with disabilities - 13.5% (-6.2%) English Learner - 9.4% (-10.2%)	In spring 2022, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate: White - 47.5% (+3.3%) Hispanic - 28.5% (+3.1%) Socioeconomically disadvantaged - 27.9% (+4.4%) Students with disabilities - 15.6% (+2.1%) English Learner - 15.2% (+5.8%)	In spring 2023, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate: White - 51.31% (+3.8%) Hispanic - 29.43% (+.9%) Socioeconomically disadvantaged - 30.74% (+2.8%) Students with disabilities - 17.2% (+1.6%) English Learner - 13.% (-2.2%)	Our significant subgroups will meet or exceed standard on the SBAC for Math at the following rate: White - 64% Hispanic - 40% Socioeconomically disadvantaged - 40% Students with disabilities - 25% English Learner - 25%
CA Dashboard College and Career Indicator (all students)	56.8% of all students were "Prepared" for College/Career on the Fall 2020 CA School Dashboard.	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, so this data is presently unavailable.	The College/Career Indicator on the California School Dashboard requires 11th grade SBAC scores in order to be calculated. As SBAC testing was optional in the 2021-2022 school year, the indicator	45.3% of all students were "Prepared" for College/Career on the Fall 2023 CA School Dashboard.	72% of all students will be "Prepared" for College/Career on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			cannot be calculated until the fall 2023 California School Dashboard is released. Therefore, this data is presently unavailable.		
CA Dashboard College and Career Indicator (significant subgroups)	Our significant subgroups were "Prepared" for College/Career on the CA School Dashboard at the following rates: White - 61.4% Hispanic - 51.4% Socioeconomically disadvantaged - 54.0% Students with disabilities - 18.8% English Learner - 31.8%	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, so this data is presently unavailable.	The College/Career Indicator on the California School Dashboard requires 11th grade SBAC scores in order to be calculated. As SBAC testing was optional in the 2021-2022 school year, the indicator cannot be calculated until the fall 2023 California School Dashboard is released. Therefore, this data is presently unavailable.	Our significant subgroups were "Prepared" for College/Career on the CA School Dashboard at the following rates: White - 49.1% Hispanic - 35.5% Socioeconomically disadvantaged - 30.7% Students with disabilities - 9.1% English Learner - 17.1%	Our significant subgroups will be "Prepared" for College/Career on the CA School Dashboard at the following rates: White - 75% Hispanic - 65% Socioeconomically disadvantaged - 65% Students with disabilities - 35% English Learner - 50%
A-G Completion Rate (all students)	45.5% of the graduating class of 2019 completed their A-G requirements.(We are not using our Class of 2020 data	51.6% of the graduating class of 2021 completed their A-G requirements (+6.1%)	60.7% of the graduating class of 2022 completed their A-G requirements (+9.1%)	62.6% of the graduating class of 2022 completed their A-G requirements (+1.9%)	70% of the graduating class will have completed their A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	due to a data reporting error in CALPADS.)				
A-G Completion Rate (significant subgroups)	Our significant subgroups completed their A-G requirements at the following states: White - 46.8% Hispanic - 41.6% Socioeconomically disadvantaged - 35.3% Students with disabilities - 1.8% English Learner - 13.3%	Our significant subgroups completed their A-G requirements at the following rates: White - 55.0% (+8.2%) Hispanic - 43.9% (+2.3%) Socioeconomically disadvantaged - 37.2% (+1.9%) Students with disabilities - 15.8% (+14%) English Learner - 19.0% (+6.3%)	Our significant subgroups completed their A-G requirements at the following rates: White - 65.5% (+10.5%) Hispanic - 52.9% (+9.0%) Socioeconomically disadvantaged - 40.9% (+3.7%) Students with disabilities - 16.4% (+0.6%) English Learner - 16.7% (-2.3%)	Our significant subgroups completed their A-G requirements at the following rates: White - 64% (-1.5%) Hispanic - 50.7% (+9.0%) Socioeconomically disadvantaged - 47.8% (+6.9%) Students with disabilities - 16.4% (0%) English Learner - 33.3% (+16.6%)	Our significant subgroups will have completed their A-G requirements at the following states: White - 75% Hispanic - 65% Socioeconomically disadvantaged - 55% Students with disabilities - 15% English Learner - 30%
California State Seal of Biliteracy	14.9% of the graduating class of 2020 received the California State Seal of Biliteracy.	11.2% of the graduating class of 2021 received the California State Seal of Biliteracy, a decrease of 3.7%.	13.8% of the graduating class of 2022 received the California State Seal of Biliteracy, an increase of 2.6%.	11.6% of the graduating class of 2023 received the California State Seal of Biliteracy, a decrease of 2.2%.	20% of the graduating class will receive the California State Seal of Biliteracy.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in AP Courses (all students)	21.0% of our students in grades10-12 took at least 1 AP course in 2019-2020.	29.5% of our students in grades 10-12 took at least 1 AP course in 2020-2021, an increase of 8.5%.	24.4% of our students in grades 10-12 took at least 1 AP course in 2021-2022, a decrease of 5.1%.	35% of our students in grades 10-12 took at least 1 AP course in 2022-2023, an increase of 10.6%.	30% of our students in grades 10-12 will take at least 1 AP course during the school year.
Enrollment in AP Courses (significant subgroups)	The percentages of our significant subgroups who took at least 1 AP course in the 2019-2020 school year are as follows: White - 50.0% Hispanic - 33.0% Socioeconomically disadvantaged - 26.0% Students with disabilities - 1.2% English Learner - 1.4%	The percentages of our significant subgroups who took at least 1 AP course in the 2020-2021 school year are as follows: White - 52.0% Hispanic - 32.0% Socioeconomically disadvantaged - 32.5% Students with disabilities - 2.0% English Learner - 3.0%	The percentages of our significant subgroups who took at least 1 AP course in the 2021-2022 school year are as follows: White - 58.0% Hispanic - 26.0% Socioeconomically disadvantaged - 23.0% Students with disabilities - 1.1% English Learner - 2.5%	The percentages of our significant subgroups who took at least 1 AP course in the 2021-2022 school year are as follows: White - 70% Hispanic - 28% Socioeconomically disadvantaged - 25.0% Students with disabilities - 1.5% English Learner - 2.5%	The percentages of our significant subgroups who will take at least 1 AP course during the school year are as follows: White - 57% Hispanic - 35% Socioeconomically disadvantaged - 35% Students with disabilities - 10% English Learner - 20%
AP Exam Passage (all students)	In 2019-2020, 63.3% of AP exams taken (379 exams) earned a passing score (3 or above).	In 2020-21, 66% of AP exams taken earned a passing score (3 or above), a 2.7% increase.	In 2021-22, 52.4% of AP exams taken earned a passing score (3 or above), a 13.6% decrease.	In 2022-23, 45% of AP exams taken earned a passing score (3 or above), a 7.4% decrease.	70% of AP exams taken will earn a passing score (3 or above).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam Passage (significant subgroups)	In 2019-2020, the percentages of our significant subgroups who account for the percentage of AP exams passed (see above) are as follows: White - 49.0% Hispanic - 30.0% Socioeconomically disadvantaged - 24.0% Students with disabilities - 0% English Learners - 0.5%	In 2020-2021, the percentages of our significant subgroups who account for the percentage of AP exams passed (see above) are as follows: White - 58.0% Hispanic - 26.0% Socioeconomically disadvantaged - 25.0% Students with disabilities - 0% English Learners - 2.2%	In 2021-2022, the percentages of our significant subgroups who account for the percentage of AP exams passed (see above) are as follows: White - 33.9% Hispanic - 17.4% Socioeconomically disadvantaged - 18.31% Students with disabilities - 0.3% English Learners - 0.6%	In 2022-2023, the percentages of our significant subgroups who account for the percentage of AP exams passed (see above) are as follows: White - 70% Hispanic - 27% Socioeconomically disadvantaged - 25% Students with disabilities - 1% English Learners - 3.4%	The percentages of our significant subgroups who account for the percentage of AP exams passed should reflect our student demographics. Therefore the percentages of our significant subgroups who account for the percentage of AP exams passed will be as follows: White - 57.0% Hispanic - 30.0% ------------ Socioeconomically disadvantaged - 36% Students with disabilities - 13% English Learners - 8%
AP Exam Participation Rate (all students)	In 2019-2020, 75% of students (grades 10-12) enrolled in AP courses took the	In 2020-2021, 64% of students (grades 10-12) enrolled in AP courses took the corresponding AP	In 2021-2022, 83.8% of students (grades 10-12) enrolled in AP courses took the corresponding AP	In 2022-2023, 88% of students (grades 10-12) enrolled in AP courses took the corresponding AP	85% of students (grades 10-12) enrolled in AP courses will take the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	corresponding AP exams.	exams, a decrease of 9%.	exams, an increase of 19.8%.	exams, an increase of 4.2%.	corresponding AP exams.
Enrollment in CTE Courses (all students)	In 2019-2020, 69.0% of all high school students enrolled in at least 1 CTE course.	In 2020-2021, 67.0% of all high school students enrolled in at least 1 CTE course, a decrease of 2%.	In 2021-2022, 62.5% of all high school students enrolled in at least 1 CTE course, a decrease of 4.5%.	In 2022-2023, 64% of all high school students enrolled in at least 1 CTE course, an increase of 1.5%	70% of all high school students will be enrolled in at least 1 CTE course during the school year.
Enrollment in CTE Courses (significant subgroups)	In 2019-2020, the percentages of our significant subgroups who enrolled in at least 1 CTE course are as follows: White - 62.0% Hispanic - 25.0% Socioeconomically disadvantaged - 48.0% Students with disabilities - 15.0% English Learners - 7.0%	In 2020-2021, the percentages of our significant subgroups who enrolled in at least 1 CTE course are as follows: White - 58.5 % Hispanic - 27.0% Socioeconomically disadvantaged -33.0 % Students with disabilities - 11.0% English Learners - 4.7%	In 2021-2022, the percentages of our significant subgroups who enrolled in at least 1 CTE course are as follows: White - 57.4% Hispanic - 28% Socioeconomically disadvantaged - 26.5% Students with disabilities - 16.9% English Learners - 4.4%	In 2022-2023, the percentages of our significant subgroups who enrolled in at least 1 CTE course are as follows: White - 71% (13.6%) Hispanic - 28% (N/A) Socioeconomically disadvantaged - 28.% (+1.5%) Students with disabilities - 11% (-5%) English Learners - 4% (-0.4%)	The percentages of our significant subgroups who will be enrolled in at least 1 CTE course during the school year are as follows: White - 30% Hispanic - 30% Socioeconomically disadvantaged - 30% Students with disabilities - 50% English Learner - 30%
CTE Pathway Completion	8.9% of 11th or 12th graders (97 students) completed a CTE	16.4% of 11th or 12th graders (182 students) completed a CTE pathway in 2020-	7% of 11th or 12th graders (81 students) completed a CTE pathway in 2021-	7% of 11th or 12th graders (81 students) completed a CTE pathway in 2021-	20% of 11th or 12th graders will complete a CTE pathway during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pathway in 2019-2020.	2021, a 7.5% increase.	2022, a 9.4% decrease. This decrease is attributed largely to changes made to course sequences and to course curriculum as we transition to a community with two comprehensive high schools and as we adapt our course offerings to meet the needs of industries in our community.	2022, a 9.4% decrease.	
English Learner Progress (ELPAC)	50.5% of English Learners progressed toward English Language fluency on the fall 2019 CA School Dashboard.	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, so this data is presently unavailable. Therefore, WPUSD has been analyzing our At-Risk and Long-Term English Learner (LTEL) data in lieu of the ELPI	49.5% of English Learners progressed toward English Language fluency on the fall 2022 CA School Dashboard, a decrease of 1% from the last time this indicator was measured in fall of 2019.	45.3% of English Learners progressed toward English Language fluency on the fall 2023 CA School Dashboard, a decrease of 4.2% from 2022 dashboard data	60% of English Learners will progress toward English Language fluency on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		measurement on the California School Dashboard. WPUSD has 40.1% of its English Learner population that is categorized as long-term English Learners (LTEL), which means they have not reclassified to fluent English proficient in the expected 5-6 year window. This percentage is higher than surrounding districts.			
English Learner Reclassification Rate	14.7% of English Learners were reclassified in the 2019-2020 school year.	7.3% of English Learners were reclassified in the 2020-2021 school year. (This 7.4% decrease is largely due to the cancellation of ELPAC testing in the spring of 2020.)	11.0% of English Learners were reclassified in the 2021-2022 school year, an increase of 3.7%.	13.6% of EL students were reclassified in the 2022 - 2023 school year, an increase of 2.6%	The annual percentage of English learners reclassified as fluent English proficient will be at least 15%.

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 implementation of Goal 1 actions has been divided into three categories: implemented as planned, partially implemented, and not implemented.

Fully Implemented Actions:
1.1 Highly Qualified Administrators, Teachers, and Instructional Support Staff
1.3 Access to a Broad Course of Study & Standards Aligned Instructional Materials
1.5 Academic Support Courses
1.6 Career Technical Education (CTE)
1.11 Homeless/Foster Youth Support
1.12 Additional Academic Counseling Support
1.13 LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services

Partially Implemented Actions:
1.2 Staff Effectiveness in Supporting Students Academic Success
1.4 Dual Language Immersion Program
1.7 Instructional Technology
1.8 Assessing & Monitoring Student Progress
1.9 Academic Interventions
1.10 English Learner Support

Not Implemented Actions
N/A

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.

Goal 1/Action 1: Actual expenditures have exceeded budget expenditures. YTD we expended $59,860,712 of the budgeted $53,084,161. The excess expenditures is a combination of increased cost through raises and overall student growth in our district.

Goal 1/Action 2: Actual expenditures are lower then budget expenditures. YTD we expended $574,866 of the budgeted $1,296,385. The decrease in spending comes from a combination of factors in our district. This includes the District realligned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal 1/Action 3: Actual expenditures have exceeded budget expenditures. YTD we expended $3,864,507 of the budgeted $3,503,310. The excess expenditures is a combination of increased cost of curriculum with our newest adoptions and overall student growth in our district.

Goal1/Action 4: Actual expenditures are lower then budget expenditures. YTD we expended $632,102 of the budgeted $769,624. The decrease in spending is due to higher new teachers to our dual language immersion program. These teachers come in lower on the pay scale compared to veteran teachers, which lead to an overall decrease in costs.

Goal1/Action 5: Actual expenditures are lower then budget expenditures. YTD we expended $780,099 of the budgeted $1,103,995. This includes the District realigned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal 1/Action 6: Actual expenditures have exceeded budget expenditures. YTD we expended $2,018,382 of the budgeted $1,745,496. With the opening of our new high school (student growth) and the expansion of our CTE offerings, we have increased spending on out CTE programs.

Goal1/Action 7: Actual expenditures are lower then budget expenditures. YTD we expended $2,312,867 of the budgeted $2,774,590. The decrease comes from a change in programs and switching to cost savings in instructional technology.

Goal1/Action 8: Actual expenditures are lower then budget expenditures. YTD we expended $1,273,782 of the budgeted $1,480,834. The excess is part of changing to the PowerSchool platform for many of our programs. The short term increase is part of the transition that will net lower costs moving forward.

Goal1/Action 9: Actual expenditures are in alignment with budgeted expenditures. YTD we expended $3,404,142 of the budgeted $3,469,276. This includes the District realigned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal1/Action 10: Actual expenditures are lower then budget expenditures. YTD we expended $491,995 of the budgeted $786,977. This includes the District realigned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal1/Action 11: Actual expenditures are in alignment with budgeted expenditures. YTD we expended $57,806 of the budgeted $61,631.

Goal1/Action 12: Actual expenditures are in alignment with budgeted expenditures. YTD we expended $95,619 of the budgeted $95,619.

Goal1/Action 13: Actual expenditures have exceeded budget expenditures. YTD we expended $496,259 of the budgeted $364,633. With increased enrollment across the district we increased allocations to school sites.

Goal 1 = All students will graduate from high school college and career ready.

Effective Actions
1.1, 1.3, 1.4, 1.5 1.6, 1.7, 1.11

The goal was developed to prepare all students for college and career. This comes from our overall goal to prepare students for college level schooling or career (1.1). Data from the California School Dashboard (Dashboard) as well as local assessment data indicated a clear need to continue supporting students through providing challenging and engaging learning opportunities that best prepare them for college, career, and life. Though we surpass the state averages, our overall data took a significant drop in our first year of this LCAP. Significant issues came from the school shutdowns and masking requirements from state regulations. WPUSD has grown from this dip, but has not seen all of our data points recover to the pre pandemic levels. Part of our issue in our district is the amount of students who opt of the test. For some of our school sites this has decreased their scores significantly. These opt outs have increased significantly after the masking issues and parents actively opting out of testing. (1.3) Math has been a major focus for the district. This includes adding updated curriculum, a focus on academic vocabulary, and identifying essential standards to better support the PLC process for all learners. Math has increased 6% overall across the district since adding these actions. English Language arts has some of the highest grade level scores across the county, but we have seen an overall decrease in the average score. Currently Western Placer is 4% lower than pre Covid data. A positive in our data in the increase in students who have met A-G requirements for graduation, overall we have increased by 17%, with all subgroups increasing over this time. (1.5) (1.11) We have also seen a 14% increase in students taking AP classes. Overall our subgroups have stayed relatively flat in this data. As part of our LCAP we offer free and reduced costs for AP testing. Unfortunately with the increase in students accessing AP classes and testing we have seen a decrease in the pass rate by 18%. (1.6) CTE continues to increase offerings and pathways for students. Overall the percent of students taking at least one CTE class dropped, but overall we are seeing an increase in the number of students taking CTE courses. Part of this discrepancy comes from the increased overall enrollment with our new high school. Our subgroup access increase for our White, Hispanic and SED populations, while decreasing for our EL's and SWD.

1.4 (Dual Language Immersion) continues to grow in our district. In the 2024 - 2025 school year we will offer classes for TK - 4th grade (11 Teachers!). This program is popular with our families and will develop more students in our district that our fluent in two languages by the time they graduate. In this, we hope to increase the amount of students who are reclassified EL's and earn the California State Seal of Biliteracy. The other interesting data point we hope to see, is the increase in math scores from this population. Other studies have seen this group score higher in math than other subgroups, it is still to early to see this data set, but we are hopeful in the future.

Partially Implemented Actions
1.2, 1.4, 1.8,

1.2 (Staff effectiveness in supporting student academic success) It has been a major focus over the past two years to recalibrate the PLC process. Western Placer has partnered with Solution Tree to use the "Learn By Doing" methods of PLC to increase teacher collective efficacy and therefore student outcomes. As Hattie states, we need the appropriately high challenging expectations of what a year's growth for a year's input looks like, fed with the evidence of impact to sustain the growth. It is the belief that teachers are what create learning". Across the district school sites have gone back to revisiting or establishing mission and vision, reestablishing norms in PLC's, identifying essential standards, and now are developing a guaranteed and viable curriculum (GVC). The development of the GVC leads to common assessments and better data tracking that is aligned to the learning that is essential for all students, but specifically out struggling subgroups. This is a slow process to implement across the district. The goal is to create a strong foundation for our current and future PLC's, correctly identify and answer the four questions of a PLC, and create common assessments that allow us to evaluate/intervene/extend learning for all learners. In connection, as we bring on our new monitoring system, the combination of GVC with better data sets will lead to more effective PLC's and MTSS systems to meet the needs of our struggling learners.

1.4 (Dual Language Immersion Program) As we continue to grow our DLI program we need to continue to develop Spanish curriculum and teacher capacity to support this unique action. We will still need to expand in the 4th - 8th grade to complete this action.

Ineffective components of the above clustered actions

1.9, 1.10, 1.12, 1.13

1.9 (Academic Interventions) We were not effective at closing our achievement gap based on our Spring 2023 CAASPP metrics. Our SED, EL, and Hispanic subgroups continue to be below the proficiency score each year in all grade levels on all state assessments. In ELA specifically, our EL subgroup was 55 points below the ELA proficiency scale score, our SED subgroup 22 points below, Hispanic 21 points below standard, compared to all WPUSD which score 13 points above standard. Our Math CAASPP metrics are trending in the positive direction, but we have a significant gaps for all of our subgroups. As we plan for our new LCAP we need to continue to work towards closing the achievement gap. In developing our GVC with best first instruction strategies we will better support struggling learners. When we combine GVC with our new data systems we can better track and intervene with our struggling students which will lead to closing the achievement gap. These data sets can then translate it to more targeted academic interventions

1.10 Our actions for English Learner support needs to continue to be adjusted. Only 45.3% of our EL students made progress on our 2023 dashboard, this is a year over year decrease of 5% over this LCAP cycle. In response we have increase trainings to support integrated and designated ELD at all of our high need school sites. In the 2024 - 2025 school year, these trainings will go to sites with lower amounts of EL students. We don't have data yet for this year to see if this translates into higher scores, but are hopeful that this translates into increases for this subgroup.

1.9 Students with disabilities (SWD) have some of our lowest data points. SWD scored 82 points below standard in Language Arts and 102 points below standard in Math on 2023 state testing. This subgroup has continued to struggle year over year over this LCAP cycle. This is a major focus for our district and we have worked with PCOE to come up with a root cause analysis. In part of this work, WPSUD and PCOE will begin to shadow students to gage their engagement and support received in various class settings. This data set will give us more information to the trainings needed to better support this subgroup. Additionally, RSP teachers are being trained to better support students

and their accommodations to access state testing, and how to better support general education classrooms for SWD to access the rigors of the state standards. At the secondary levels we are working with sites to better implement the co-teach model so SWD can have ongoing support and access content standards. In researching our data sets for SWD we have found data entry errors that effect our overall scores in some categories. We are working with our clerks to clean up this data so we have more accurate information overall.

1.12 Our high school graduation rate is still low and Phoenix High School is in CSI for these low rates. The counseling support has mixed results. When you survey the students at PHS they report to be the most connected and supported group of students across our district. However this has not translated to an increase in graduation numbers for them. In self reporting numbers from PHS, most students will graduate in 5 years, but this data does not come up on the dashboard. We will need to look into this data entry set to see where this discrepancy comes from to get a better picture of changes needed to increase graduation rates at PHS. Additionally, PHS has qualified for the Community School grant that will offer more supports and services for our neediest students. We feel that this will increase our overall graduation rates moving forward.

1.13 individual school sites need to better leverage their allocations to target struggling subgroups. As we have updated this LCAP, sites will need to update their SPSA's to better meet the needs of their struggling subgroups.

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.

1.1, 1.3, 1.5, and 1.6 has increased the amount of students who access AP and CTE classes. We want this to continue for our subgroups and better target these students to take these classes to become college and career ready. Our pass rate has decreased for AP classes. As students with different needs access these high level courses we need to adapt to their learning styles to better meet the needs of all learners.

1.3 we will adopt new World Language, Physics and Social Studies curriculum for the next school year to update curriculum for our students (as part of our regular adoption cycles).

1.8 will continue, but we are changing the platform that we use. Illuminate will be phased out and replaced by Performance Matters. Illuminate was under used across the district due to it being complicated for many to use. Additionally, Illuminate was bought our be Renaissance Learn and is not longer servicing parts of the platform. To make this transition both systems will be up for the 2024 - 2025 school year, moving forward Western Placer will use the PowerSchool platform for the majority of it's educational monitoring. This will lead to an overall savings for the district and a system that works better (each piece talks to the other).

1.9 will continue but with additions to academic interventions. Teacher will be trained in UFLI to support literacy across the district. Teachers and ISP's are/will be trained to use this in connection with ESGI to support early literacy. In addition, as part of our ELOP plan, we have

added early childhood literacy supports. For our TK - 1st grade classrooms we are extending the learning day for our struggling learners. We are also offering extensions activities in the forms of afterschool clubs. As we plan for our new LCAP we need to continue to work towards closing the achievement gap. In developing our GVC with best first instruction strategies we will better support struggling learners. When we combine GVC with our new data systems we can better track and intervene with our struggling students which will lead to closing the achievement gap. These data sets can then translate it to more targeted academic interventions. In part of this work, WPSUD and PCOE will begin to shadow students to gage their engagement and support received in various class settings. This data set will give us more information to the trainings needed to better support this subgroup. Additionally, RSP teachers are being trained to better support students and their accommodations to access state testing, and how to better support general education classrooms for SWD to access the rigors of the state standards. At the secondary levels we are working with sites to better implement the co-teach model so SWD can have ongoing support and access content standards. In researching our data sets for SWD we have found data entry errors that effect our overall scores in some categories. We are working with our clerks to clean up this data so we have more accurate information overall.

1.10 Through increased trainings specific to our EL learners and developing a GVC with targeted teaching strategies to support this unique subgroup our goal is to increase English Learner progress and our reclassification rates.

1.12 As PHS develops it's Community School model we will better support our struggling subgroups at PHS, First Street School, and Sheridan Elementary School.

1.13 As sites begin to develop next years SPAS's all sites need to create plans around andy subgroup that was red or orange for 2023. Each site has "Youth Truth" data that will be used to support learning and cultural changes at their site.

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	All students and families will be actively engaged in learning and in their school communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (all students)	Our average daily attendance rate for all students in 2019-2020 was 95%	Our average daily attendance rate for all students in 2020-2021 was 93.8%, a decrease of 1.2%.	Our average daily attendance rate for all students in 2021-2022 was 91.5%, a decrease of 2.3%.	Our average daily attendance rate for all students in 2022-2023 was 93.5%, a increase of 2%.	The average daily attendance rate, for all students, will be at least 95%.
Chronic Absenteeism Rate (all students)	0.88% of students were reported as chronically absent in 2019-2020.	14.5% of students were reported as chronically absent in 2020-2021, an increase of 13.6%. ** 2019-2020 chronic absenteeism data was reported incorrectly to CALPADS, so the discrepency between school years is likely less than it appears. **	24.9% of students were reported as chronically absent in 2021-2022, an increase of 11.3%. We think this increase is due, in large part, to the volume of students who stayed home for extended periods of time, either due to COVID symptoms or due to quarantine protocols. We anticipate this area will show marked improvement in the 2022-2023 school year.	18.8% of students were reported as chronically absent in 2022-2023, a decrease of 6.2%.	Less than 5% of all students will be chronically absent as reported on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (all students)	2.7% of all students were suspended as reported on the 2019 CA Dashboard.	1.4% all students were suspended in the 2020-2021 school year as reported on DataQuest, a 1.3% decrease. ** Modified in-person bell schedules were in place for the 2020-2021 school year. **	4.1% of all students were suspended as reported on the 2022 California School Dashboard, an increase of 2.7%.	2.8% of all students were suspended as reported on the 2023 California School Dashboard, a decrease of 1.3%.	2.5% (or less) of all students will be suspended as reported on the CA Dashboard.
Suspension Rate (significant subgroups)	Suspension Rates for significant subgroups as reported on the 2019 CA Dashboard: Hispanic - 2.9% Socioeconomically Disadvantaged - 4.1% Students with Disabilities - 3.4% English Learners - 3%	2020-2021 suspension rates for significant subgroups as reported on DataQuest are as follows: Hispanic - 1.3% (-1.6%) Socioeconomically Disadvantaged - 2.1% (-2.0%) Students with Disabilities - 2.4% (-1.0%) English Learners - 2.0% (-1.0%)	2021-2022 suspension rates for significant subgroups as reported on the 2022 California School Dashboard are as follows: Hispanic - 4.7% (+3.4%) Socioeconomically Disadvantaged - 6.5% (+4.4%) Students with Disabilities - 5.8% (+3.4%)	2021-2022 suspension rates for significant subgroups as reported on the 2022 California School Dashboard are as follows: Hispanic - 2.9% (-1.8%) Socioeconomically Disadvantaged - 4.3% (-2.1%) Students with Disabilities - 5.6% (-.2%)	2.5% (or less) of each significant subgroup of students will be suspended as reported on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		** Modified in-person bell schedules were in place for the 2020-2021 school year. **	English Learners - 5.1% (3.1%)	English Learners - 2.1% (-3%)	
Expulsion Rate (all students)	0.07% of all students were expelled in 2018-2019.	0.0% of all students were expelled in 2020-2021. ** Modified in-person bell schedules were in place for the 2020-2021 school year. **	0.2% of all students were expelled in 2021-2022.	.1% of all students were expelled in 2022 - 2023.	1% (or less) of all students will be expelled.
Graduation Rate (all students)	92.9% of students graduated in the Class of 2020.	85.3 % of students graduated in the Class of 2021, a decrease of 7.6%.	88 % of students graduated in the Class of 2022, an increase of 2.7%.	81.7% of students graduated in the Class of 2023, a decrease of 6.3%.	The graduation rate, for all students, will be at least 97%.
Graduation Rate (significant subgroups)	Graduation Rates for significant subgroups as reported on the 2019 CA Dashboard: Hispanic - 86.9% Socioeconomically Disadvantaged - 91.9% Students with Disabilities - 94.7% English Learners - 76.5%	Graduation Rates for significant subgroups as reported on DataQuest: Hispanic - 76.9% (-10%) Socioeconomically Disadvantaged - 77.2% (-14.7%)	Graduation Rates for significant subgroups as reported on the 2022 California School Dashboard: Hispanic - 83.1% (+6.2%) Socioeconomically Disadvantaged - 82.6% (+5.4%)	Graduation Rates for significant subgroups as reported on the 2022 California School Dashboard: Hispanic - 78.1% (-5%) Socioeconomically Disadvantaged - 74.4% (-8.2%)	The graduation rate, for each significant subgroup, will be at least 97%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities - 70.3% (-24.4%) English Learners - 68.4% (-8.1%)	Students with Disabilities - 69.2% (-1.1%) English Learners - 75.7% (+7.3%)	Students with Disabilities - 73.2% (+3.9%) English Learners - 74.4% (-1.3%)	
Phoenix High School's (PHS) Graduation Rate	30.3% of students in the PHS class of 2020 graduated.	44.4% of students in the PHS class of 2021 graduated, an increase of 14.1%.	54.8% of students in the PHS class of 2022 graduated, an increase of 10.4%.	28% of students in the PHS class of 2023 graduated, an decrease of 26.8%.	Phoenix High School's graduation rate will be at least 75%.
Dropout Rate	The dropout rate for the Class of 2020 was 4.0%.	The dropout rate for the Class of 2021 was 7.1%, an increase of 3.1%.	The dropout rate for the Class of 2022 was 2%, a decrease of 5.1%.	The dropout rate for the Class of 2022 was .3%, a decrease of 1.7%.	The overall dropout rate will be less than 1%.
California Healthy Kids Survey - Parent Completion	Our spring 2020 CHKS survey had 287 parent responses, which accounts for less than 10% of our families. The results were primarily from elementary school parents (83%)	Our spring 2022 CHKS survey had 435 parent responses, an increase of 148 responses from 2020. The responses still account for less than 10% of our families. The results were primarily from elementary school parents (71%).	Our spring 2022 CHKS survey had 435 parent responses, an increase of 148 responses from 2020. The responses still account for less than 10% of our families. The results were primarily from elementary school parents (71%).	Our spring 2024 CHKS survey had 877 parent responses, an increase of 442 responses from 2022. The responses account for 11% of our families. The results are 53% from elementary, 22% middle school, and 25 high school.	At least 50% of parents will complete the parent survey portion of the California Healthy Kids Survey upon each administration (once every two years) and every school will have equitable parent representation in the results.
California Healthy Kids Survey - Parent Involvement Results	Our spring 2020 CHKS parent survey had 83% of parents mark "agree" or	Our spring 2022 CHKS parent survey had 86% of parents mark "agree" or	Our spring 2022 CHKS parent survey had 86% of parents mark "agree" or	Our spring 2024 CHKS parent survey had 89% of parents mark "agree" or	At least 90% of parents will mark "agree" or "strongly agree" on survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	"strongly agree" in section 4 of parent CHKS: Parent Involvement.	"strongly agree" that their child's school encourages active partnership. 68% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.	"strongly agree" that their child's school encourages active partnership. 68% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.	"strongly agree" that their child's school encourages active partnership. 65% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.	questions pertaining to parent involvement (Section 4 of parent CHKS: Parent Involvement).

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 implementation of Goal 2 actions has been divided into three categories: implemented as planned, partially implemented, and not implemented.

Fully Implemented actions:
2.2 School Safety
2.5 Homeless/Foster Youth Support
2.6 Transportation
2.7 LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services

Partially implemented actions:
2.1 Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety
2.3 Youth & Parent Engagement
2.4 Mental Health Support
2.8 Attendance
2.9 Student Behavior Supports

Not Implemented Actions:

N/A

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.

Goal 2/Action 1: Actual expenditures are lower then budget expenditures. YTD we expended $281,032 of the budgeted $559,146. The decrease in spending comes from a combination of factors in our district. This includes the District realigned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal 2/Action 2: Actual expenditures have exceeded budget expenditures. YTD we expended $10,526,689 of the budgeted $7,077,715. The excess expenditures is a combination of increased cost through raises and overall student growth in our district. The district in now funding three full time SRO's to provide safety and support across the district.

Goal 2/Action 3: Actual expenditures are lower then budget expenditures. YTD we expended $405,837 of the budgeted $680,501. The decrease in spending comes from a combination of factors in our district. This includes the District realigned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal 2/Action 4: Actual expenditures are in alignment with budgeted expenditures. YTD we expended $1,017,922 of the budgeted $968,044.

Goal 2/Action 5: Actual expenditures are in alignment with budgeted expenditures. YTD we expended $24,921 of the budgeted $28,399.

Goal 2/Action 6: Actual expenditures have exceeded budget expenditures. YTD we expended $163,136 of the budgeted $61,000. The excess expenditures is a combination of increased costs and demand for transportation across the district.

Goal 2/Action 7: Actual expenditures are lower then budget expenditures. YTD we expended $135,501 of the budgeted $364,633. The decrease in spending comes from a combination of factors in our district. This includes the District realligned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal 2/Action 8: Actual expenditures are lower then budget expenditures. YTD we expended $77,947 of the budgeted $209,864. The decrease in spending comes from a combination of factors in our district. This includes the District realligned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal 2/Action 9: Actual expenditures are lower then budget expenditures. YTD we expended $38,067 of the budgeted $174,253. The decrease in spending comes from a combination of factors in our district. This includes the District realligned and reallocated staffing for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students).

Goal 2 = All students and families will be actively engaged in learning and in their school communities.

Effective Actions
2.2, 2.5, 2.6

2.2 School safety has been a major focus in our district. Without physical safety learning will not happen. We have added physical safety measures to each site, increased cameras at each site, increased radios at each site, added fencing, increased lighting, updated alarms, painted roofs with numbers, and increased drills. WPSUD has added a third SRO for the district. All sites need to keep doors locked while students are in classrooms. We continue to use the Standard Response Protocol (SRP) from the "I Love You Guys" foundation and developed reunification plans through the Standard Reunification Method (SRM). All classrooms have grab and go emergency kits, with stop the bleed kits. The district has developed Behavioral Threat Assessment Management (BTAM) plans and reunification plans with community supports in case of an emergency. We actively work with Lincoln Police and Lincoln Fire on drills to better prepare for an emergency event.

2.5 Our homeless and foster support provides supports as needed for this subgroup. We have increased the number of students identified under this subgroup and have provided additional supports for access to school and programs as needed.

2.6 WPUSD provides transportation to students of need, as well as providing free transportation through the City of Lincoln for our students of need. Our 2023 attendance rates hit 93.5% and could be as high as 95% for 2024. Chronic absenteeism has decreased by 6.2% from 2022 to 2023.

Somewhat Effective Actions
2.1, 2.3, 2.4, 2.8, 2.9

2.1/2.3 Suspension rates have decreased to 2.8% (higher for SWD 5.6% and SED 4.3%), expulsions dropped to .1%, and drop out rates decrease to .3%. We have added a student senate and "Youth Truth" to our district. The student senate allowed each site to have a representative group look at their unique data and speak to the changes they would like to see. The Youth Truth survey took a deeper look into the academic, safety, engagement, and culture of each school site. These new items gave us a lot of new information and insight into how students and families are actually viewing the schools and district. Though are data is improving the Youth Truth data shows us we have work to do around emotional and cultural safety for subgroups, as well as ways to better engage our families with our sites. In May 2024, WPUSD went over the data sets with Youth Truth and started to create goal setting around sites data results.

2.4 We continue to add mental heath supports across the district. This includes morning meetings at the Elementary sites and Glen Edwards middle school, additional counselors to support struggling students, and psychologists at the Elementary schools. We offer Wellness

Together for sites to provide ongoing counseling and will add out third wellness center to the district at Twelve Bridges High School. These actions have created meaningful relationships and trusted adults on campus for students that tend to struggle or just need support from an adult. Students have greater access to supports on campus. Elementary sites report a decrease in overall behavior and an increase in community with morning meetings. Secondary school sites report a decrease in student behavior and a supportive place for students to go. This increases the chance of a supportive adult connecting with students and keeping them on campus.

2.8 Overall our attendance (93.5% overall and chronic absenteeism 18%) have improved. Early data suggests that our overall attendance could hit 95% for the 2024 school year and we have seen continued decreases in chronic absenteeism. School sites have worked hard to create a welcoming and positive environment for students. In addition school site have worked with families to support attendance and add positive incentives for attendance. Use of SARB and SART is also used to support attendance, as well as sites working directly with families to increase attendance rates.

2.9 Through the work of PBIS and other behavioral supports we continue to see suspension rates decreasing to 2.8% (higher for SWD 5.6% and SED 4.3%), expulsions dropped to .1%, and drop out rates decrease to .3%. School sites are working at creating a more inclusive environment and looking for ways to positively engage students. At the same time sites are working on teaching students behavior and not just suspending the students. Through education the goal is to see improved behavior and stronger relationships with staff and students.

Ineffective components of the above clustered actions
2.7 Our major data drop is our graduation rate which decreased by 6.3% from 2022 to 2023. Overall our graduation rate is at 82%. We are still seeing students come to our continuation high school credit deficient. At the comprehensive high schools we need to do a better job with early intervention for students to stay on track to graduate. At the same time our continuation high school needs to intervene early to have students catch up with credits. At PHS the graduation rate dropped to 28% overall. They school reports seeing more students that come to them with very few credits. High school sites need to work better at tracking and supporting struggling students so we can increase student success and ultimately our graduation 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.

2.3 Student Senate, Portrait of a Learner, Youth Truth surveys, CHKS, and the Youth Development Master Plan all work to create a voice for students and parents to be an active part of school and our community. We are just starting in this realm and the possibilities/benefits for our youth is very encouraging. As students actively engage in their education student success and supports will go way up. Families will be more connected and supported, overall this will help all learners and better prepare our students for college and career. This new input stream will give us better data and connections to students and families so we can better meet there needs as learners.

2.7 WPSUD needs to increase it's overall graduation rates. To do this we need to first have more students stay at grade level at our comprehensive high schools (PLC/MTSS supports), continue to create a safe and inclusive learning environment for all learners, increase

attendance rates, and then provide credit recovery as needed. As we refine our systems across the district a deeper look a the data needs to occur. As we have been finding data input errors give us incorrect outcomes. When PHS reports on graduation numbers, they are much higher than what is reported on our dashboard. Again, we need to figure out if this is a data or reporting error and fix it to be in compliance with the state dashboard. Additionally, we need to align the credit recovery and grading for the high schools, they are using different platforms that don't connect well together. From this, each school site has allocated funds to close these gaps, the money needs to be better aligned to support our struggling subgroups and increase the overall graduation rates.

2.8 Through building relationships and making better connections with students and families we hope to continue to increase our overall attendance numbers. This change comes from increasing relationships at sites, using the SART and SARB process as needed, positively engaging students in classes, and providing supports as needed to increase attendance.

2.9 A continued focus in PBIS and alternative means for correction will positively engage students, while teaching them correct ways to behave on campus.

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
Western Placer Unified School District	Reno Penders Director, Educational Services	rpenders@wpusd.org 916-645-6350

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.

Western Placer Unified School District (WPUSD) was formed on July 1,1966, when it united twelve (12) smaller school districts. The District serves students in a 168 square mile area in Placer County. The City of Lincoln is home to the majority of students attending WPUSD and all but one of the schools are located in the City of Lincoln. Students who live in the City of Sheridan and parts of the City of Roseville are also served in WPUSD and one elementary school is located in the City of Sheridan serving as the hub for that small community. The District has a diverse ethnic and culturally enriched population. WPUSD is governed by a five (5) member Board of Trustees.

In the 2024-2025 school year, WPUSD will include eight (8) elementary schools (7 for grades TK-5 and 1 for grades K-5), two (2) middle schools (for grades 6-8), two (2) comprehensive high schools (for grades 9-12), a continuation high school (for grades 10-12), and an independent study school (for grades 6-12). WPUSD is also proud to house the largest, fully operational, school farm west of the Mississippi River. The 2023-2024 student population for grades TK-12 is 7,969, an increase of approximately 675 students from the last two years. Of our total student population, 52.5% are White, 32% are Hispanic or Latino, 2% are Asian, 3% are Pacific Islander, 2.5% are African American, 1% are American Indian, and 7% are Other. Additionally, 9% of our population are English Learners, 2% are identified as GATE, 14% receive Special Education services, and 31% are socio-economically disadvantaged. WPUSD also is the authorizer of two (2) independent charter school districts: Horizon Charter and John Adams Academy, who collectively serve roughly 3,000 students from Placer and other surrounding counties.

The City of Lincoln was founded in 1859 and has a rich heritage of community spirit and neighborly charm. The Lincoln community is best known for Gladding McBean & Co. who established their pottery in Lincoln in 1875 and is still going strong today as the leader in Terra Cotta, Clay Pipe and Tile products. Lincoln also has a fully functioning airport and railroad. With a population of more than 52,000 people, Lincoln's community is very supportive and involved in its schools.

WPUSD's Local Control Accountability Plan (LCAP) has been developed to ensure that, upon graduation, all students are college and career ready and that all students and their families are actively engaged in learning and their school community. For students to be college and career ready upon graduation, they must be able to think creatively and critically, and work collaboratively, to solve problems. To this end,

students need opportunities to engage in meaningful and relevant work that will stretch their thinking, foster their collaboration skills, and equip them with the technical skills needed to creatively tackle problems. Additionally, to ensure engagement, students' learning environments need to be safe, inviting, flexible, and equipped with with an abundance of resources. WPUSD is committed to serving its students by providing the aforementioned supports and opportunities and their LCAP outlines how they have and will continue to do that.

Reflections: Annual Performance

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

WPUSD's enrollment continues to grow, and we have opened two schools (Scott M Leaman Elementary School and Twelve Bridges High School) in the last three years, in addition to completing facilities modernization projects are two of our oldest school sites: Lincoln High School and Glen Edwards Middle School. WPUSD has added 675 students to the district over the last two years and we expect more growth as we move into the future. Our first graduating class at Twelve Bridges High School is set to graduate this year (June 2024).

In the areas of college and career readiness, 45.3% of students are deemed college and career ready, which is considered medium on California School Dashboard. Overall our graduation rate declined by 6.3%, which places us in the orange on the Dashboard; this includes a 26.8% decrease from Phoenix High School. The Class of 2023 showed an 1.9% increase in students achieving a-g completion status upon graduation. This number has been steadily increasing for the last five years, increasing by 17.1% over that time. We also have multiple points of data that indicate we are increasing student access to college and career opportunities. WPUSD increased from 644 student seats in AP in 2023 to 709 in 2024, and increase of 65 or 10%. Additionally, 88% of AP students who took their classes' corresponding AP exams, thus increasing their potential to earn college credits as high schoolers. 62% of our high school students take at least one CTE course. Finally, and the percentage of students receiving the State Seal of Biliteracy and the Golden State Seal Merit Diploma have remained steady over the last three years.

In spring 2023, our Math scores (CAASPP) overall increased by 8.9 points bringing the overall average 17.6 points below standard. English Language Arts state testing scores (CAASPP) dipped slightly, -2.3 points, with the overall average 12.7 points above standard. For both Math and English Language Arts, WPUSD scored in the green level. For 2023 we had our first California Science Test (CAST) scores, overall 36.04% of students met or exceeded standards.

In 2022-2023, we saw a 2.6% increase in the number of English Learners who reclassified as fluent English proficient (RFEP) compared to the prior year. Unfortunately, our overall English Learner progress declined by 2.7% with 46.8% of students making progress. We hope this is a short term decline with the districts commitment to multilingualism as it provides educational, cognitive, sociocultural, and economic benefits for students who attain fluency in more than one language. To that end, in August 2020, we started a District Dual Language Immersion Program, housed at Creekside Oaks Elementary School. In the 2023-2024 school year, we successfully served one transitional kindergarten, two kindergarten classes, two first grade classes, two second grade, and two 3rd grade classes. In the 2024-2025 school year, we will add two fourth grade classes and a TOSA/coordinator for the program. The program will continue to grow with two (or more) new classes being added each year through fifth grade. In time, students completing the elementary program will then be provided opportunities through our secondary schools to continue their path to multilingualism, ultimately resulting in them receiving the State Seal of Biliteracy and being fully bilingual and biliterate. Also of note, when our English Learner students successfully acquire English (becoming "redesignated")

(13.6% of EL students were reclassified in 2022-2023), they are one of our district's highest performing subgroup on the English portion of state testing. In addition, dual language research tells us students who successfully acquire both languages will score higher in mathematics than other subgroups by middle school according to the Association of Two-Way and Dual Language Education (ATDLE).

WPUSD's chronic absenteeism continued to improve by declining by 6.2%, with an overall rate of 18.8%. Though we are improving we are still seeing higher rates than pre-covid in our district. WPUSD is considered yellow for chronic absenteeism.

All local CA Dashboard Local Indicators were met for the 2023 school year.

Ten schools have the AVID program on their sites; it is our intent for all comprehensive schools to be AVID schools by 2027. Additionally, we have begun the process of reigniting our district's learning-focused culture and our commitment to Professional Learning Communities (PLCs). Our administrative team participated in intensive training and coaching this school year and began the work on essential standards and creating a guaranteed viable curriculum (GVC) for all PLC's. This work will continue going forward to create a rigorous and supportive curriculum for all students across our district.

Although much progress is still needed to ensure high levels of achievement for all students in Western Placer Unified, particularly with the lingering impacts of the COVID-19 pandemic, we are proud of the improvements made thus far. We attribute these improvements to many of the actions/services outlined in our LCAP. Expanding our implementation of AVID and our Special Education inclusion models, in addition to our focus on PLCs, we have enhanced our focus on ensuring all students are meeting grade-level standards. Our focus on student engagement through Youth Development and on student mental health and well-being through the use of morning meetings (elementary), a program called BASE Education (secondary), and increased counseling support illustrates our commitment to ensuring all of our students have the supports and opportunities they need to become successful adults. Additionally, with the use of ELOP funding, we have extended the school day for our early learners to actively support early literacy, added enrichment activities at all of elementary and middle schools, provided summer school opportunities for families that are interested, provided tutoring, and provided other after school programs for students.

The hiring of key staff to drive reform efforts across the district has been critical; from our Educational Services Specialists providing targeted support for teachers and administrators to improve instructional effectiveness to our Parent Liaisons engaging our non-English speaking families in playing a more active role in their children's education. Without these staff, our abilities to implement and support programs/practices such as PBIS, MTSS, Youth Development, AVID, and CTE would fall short.

We are committed to continuing programs/practices that have positively impacted our students. We are also committed to ensuring we have the capacity (staff) to maintain and build upon these programs/practices. Lastly, we are committed to ongoing professional development for staff in the coming school years to ensure their effectiveness in implementing programs/practices that we believe will continue us on a positive trajectory toward college and career readiness.

Chronic absenteeism improved by 6.2% across the district, but we still have areas of concern. Our Asian population increased by 3.6% putting them at 19.8% overall. We feel this number is an outlier and this trend will

Western Placer Data Gaps (outlined below):

1. Suspensions - At Glen Edwards Middle School, students with disabilities have a suspension rate of 17.5% This is an increase of 8.7% year over year and significantly higher than the total population of 9.1%.

Western Placer Unified has worked hard to decrease the overall suspension rates across the district. This has included updating our behavior support matrix to offer alternatives to suspensions. In addition WPUSD has a grant with PCOE for a wellness center at Glen Edwards that supports struggling students. We plan to increase access to the wellness center for student with disabilities so they have a safe space on campus (in addition to supports under their IEP). Glen Edwards Middle struggled through masking disagreements and the culture was damaged at this site. Glen Edwards strongly believes in creating a culture that supports all students. Increasing social emotional supports through morning meetings and base education will continue to occur to support relationships on campus. Through the above efforts suspension rates have decreased overall, as we continue to refine these programs and offerings we hope to see an continued decrease in overall suspensions at Glen Edwards, specifically for students with disabilities. (Goal 2 Action 9)

2. Math - For Western Placer Unified, students with disabilities scored 101.5 point below standard. This is a decrease of 1.4 points and significantly lower than all students scoring at 17.6 points below standard. At Glen Edwards Middle School, English learners scored 105.6 points from standard. This is significantly lower than the total population scoring at 48.4 points from standard. English learner students scored 2 points better this year than last. At Twelve Bridges Middle, students with disabilities scored 133.6 points from standard. This is significantly lower than the total population scoring at standard. Students with disabilities declined 12.3 points this year. At Lincoln High, English learners scored 110.3 points below standard. This is significantly lower than the total population scoring at 12 points above standard.

A reboot of the PLC process started in the 2022 school year at all sites in WPUSD. This work occurs in partnership with Solution Tree to reestablish/refine the PLC process at all WPUSD school sites. Sites renewed mission, vision, values, and goals through the lens of a focus on learning, collaborative culture, while being results orientated. During the 2023 - 2024 school year, elementary PLC's engaged in the identification of essential standards in math (SPED teachers being apart of this process). Secondary math PLC's also engaged in this work. Essential standards are the foundation of developing guaranteed viable curriculum (GVC) at all grade levels. As part of the GVC, PLC's need to develop supports for their special need students. In addition, math teams completed vertical articulation meetings working down from Math 1 to Kindergarten to align teaching standards throughout the district. This work will next develop common formative assessments and intervention to support learners. WPUSD will provide SDC teachers access and training on essential standards. In addition, RSP teacher will be trained in goal writing to the essential standards. Culturally we are working to better connect general education teachers to special educational teachers. This partnership will better align learning to the rigors of general education, while providing the supports students with disabilities need. At the secondary level, we continue to refine our co-teach model to support students with disabilities in the general education classroom. In the 2023 - 2024 school year WPUSD adopted and implemented new math curriculum K -8 through McGraw Hill Reveal.
(Goal 1 Action 2)

3. English Language Arts - At Twelve Bridges Middle school, students with disabilities scored 93.7 points from standard. This is significantly lower than the total population scoring 40.1 points above standard. Students with disabilities declined 16.6 points this year. At Glen Edwards Middle School, English learners scored 81.8 points from standard. This is significantly lower than the total population scoring at 28.6 points from standard. English learner students scored 25.4 points lower than last year. Additionally at Glen Edwards, students with disabilities scored 114.1 points from standard. This is significantly lower than the total population scoring at 28.6 points from standard. This

group declined by 10.7 points. At Lincoln High, English learners scored 110.3 points below standard. This is significantly lower than the total population scoring at 12 points above standard.

The above work was specific to math PLC's at the elementary level. All of other Language Arts PLC's engaged in similar work around GVC to support learners. Special education received planning days to identify barriers to state testing for students with disabilities. This work included identifying IEP accommodations and how they are supported on state testing. Test preparation support for students with disabilities through practice tests and pre-teaching common vocabulary that is on the test. This work has been added as part of the delivery service from special education providers. In addition school sites with high EL populations received and will continue to receive training on designated and integrated ELD. Though not specific to students with disabilities, we do have overlapping students that this will specifically support.
(Goal 1 Action 2) (Goal 1 Action 10)

4. English Learner Progress - At Carlin C Coppin Elementary, 44.7% of students made progress towards English proficiency. This is a decline of 15.3% for the school site.

WPUSD trained teachers at Carlin Coppin for integrated and designated teaching strategies. This includes a focus on vocabulary development and increased language use in the classroom. In addition, Coppin added minutes to their bilingual aide to work with students in small groups or 1:1. Coppin also used staff meetings to develop supports for ELL students with different techniques from frontloading lessons and vocabulary, sentence starters, scaffolding, repeating instructions after first teaching. (Goal 1 Action 10)

5. Chronic Absenteeism - For Western Placer Unified, Asian students are chronically absent 19.8% of the time, an increase of 3.6%. In addition homeless students are chronically absent 33.3%, an increase of 9.4%. This is higher for both groups than the district average of 18.8% chronic absenteeism. At First Street School, the school has a 23.4% chronic absent rate. This is an increase of 1.4% overall. English learners are chronically absent 24.5% and increase of 5.5%. Hispanic students are chronically absent 26.4% and increase of 3.7%. Socioeconomically disadvantaged students are chronically absent 26.6% a decrease of .4%. Students with disabilities are chronically absent 29.7% and increase of 6.3%. At Fossett Ranch, the school has a 24.6% chronic absent rate. This is a decrease of .3% from last school year. Socioeconomically disadvantaged students are chronically absent 34.5% an increase if 5.5%. Students with disabilities are chronically absent 35.5% an increase of 4.6%. White students are chronically absent 21.8% an increase of .7%. At Glen Edwards Middle School, English learners are chronically absent 25.2% an increase of .4%. At Lincoln Crossing socioeconomically disadvantaged students are chronically absent 25.7% an increase of 1.2%. Students with disabilities are chronically absent 28.6% an increase of 1.5%. At Scott Leaman Elementary school, students with disabilities are chronically absent 27.9% an increase of 3.9%. At Twelve Bridges Elementary school, Asian students are chronically absent 23.4% of the time, an increase of 17.7%.

WPUSD has worked with all sites to increase attendance. We strongly believe that relationships are the foundation of successful schools. Through morning meetings and base education we have seen an increase in relationships that increase engagement on campuses. In addition sites are monitoring attendance data monthly. From this data sites are engaging families to support them coming to campus and using the SART/SARB process as needed to increase attendance. (Goal 2 Action 8)

6. Graduation Rate - For Western Placer Unified, homeless students have a graduation rate of 56 a decrease of 13%. Socioeconomically disadvantaged students have a graduation rate of 74.4%, a decrease of 8.2%. At Phoenix High, the overall graduation rate is 28%, a

decrease of 26.8%. Socioeconomically disadvantaged students have a 22.2% graduation rate, a decline of 27.8%. White students have a graduation rate of 36.1%, this is a decrease of 21.5%.

WPUSD is working to increase graduation rates. Fundamentally first instruction is the foundation of student success. Building overall teacher capacity supports teacher growth which leads to higher learning outcomes. Even with strong first instruction students can struggle at school, through monitoring and academic interventions struggling students can get academic support for classes. (Goal 1 Action 2, Goal 1 Action 8, Goal 1 Action 9)

7. College and Career Indicator (CCI) - For Western Placer Unified 9.1% of students with disabilities are reported prepared for CCI.

WPUSD worked with PCOE to better explore this data. WPUSD offers courses to support students with disabilities and did not tag these students correctly. In further analysis we have data issues from our SPED department and have worked to clean this data input up. We feel our numbers will be considerably higher for CCI for students with disabilities moving forward.

8. College and Career Indicator (CCI) (Phoenix High) - At PHS All Students are prepared at a rate of 1.3%, White at 3.2%, Hispanic at 0%, and Socioeconomically disadvantaged 0%. All of these subgroups fall in the very low category.

PHS high school makes great connections with students, which supports students to make up credits in order to graduate. To better support students to not only graduate, but be prepared for the workforce, students at PHS can dual enroll with our comprehensive high schools or Sierra College. Students at PHS can therefor take CTE classes and other college prep courses while also taking credit recovery courses. In addition, PHS offers extra counselor support to support struggling students to graduate and navigate coursework for their unique goals. (Goal 1 Action 3, Goal 1 Action 6, Goal 1 Action 12)

9. College and Career Indicator (CCI) (ATLAS) - At ATLAS 9.7% of students are considered college and career ready which is very low.

ATLAS shares facilities and resources with PHS. To better support students to not only graduate, but be prepared for the workforce, students at ATLAS can dual enroll with our comprehensive high schools or Sierra College. Students at ATLAS can therefore take CTE classes and other college prep courses while taking classes at ATLAS. In addition, PHS offers extra counselor support to support struggling students to graduate and navigate coursework for their unique goals that can benefit students at ATLAS. (Goal 1 Action 3, Goal 1 Action 6, Goal 1 Action 12)

WPUSD is engaged in revisiting the PLC process, in this we have engaged in building Guaranteed and Viable Curriculum (GVC) to create district aligned learning and best first instruction for all learners. We continue to increase opportunity for credit recovery. We have added additional supports for Math 1 and Bio 1 at the high schools (are most failed classes that block a path to graduation). Phoenix High School in connection with First Street School and Sheridan Elementary Schools is created a community school plan to better meet the needs of our EL and Socioeconomically Disadvantaged students. (Goal 1 Action 2) (Goal 2 Action 3)

Reflections: Technical Assistance

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

WPUSD has been identified by the California Department of Education as a district in need of "differentiated assistance." This designation is the result of our California School Dashboard results from the 2022-2023 school year. Students with Disabilities have been identified in need of support in academic performance (Language Arts, Mathematics) and college/career indicator.

WPUSD is currently working with Placer County Office of Education (PCOE) INSPIRE team to analyze and identify the root causes of this issue. Focusing on improving the educational experience of this student groups is a priority going forward, and a plan is presently being written to specifically address these areas of need. Most alarming to us was the overall score in English language arts for our students with disabilities, 81.7 below standard with a decrease of 10.2 points. WPUSD is presently working through the continuous improvement process and has narrowed our focus to a subgroup of students whose academic disabilities are not aligned with their academic performance. (i.e. - their disabilities are mild or non-academic and, thus, they should not be performing so low academically). In addition, educational services is working with school sites to better prepare students on how to take standardized tests. The computer based testing model is different than how students with disabilities are tested. We are working to make sure students know how to navigate the system and all accommodations are in place for all learners. Students with disabilities were 27.1% chronically absent in 2023, this is a 6.7% improvement, but is still far to low. School sites continue to work on improving attendance rates which increases students access to grade level learning.

In reflecting on the data, WPUSD believes we need to develop multiple levels of change to positively impact all students learning. All students need to have access to quality first instruction. In this, we are revisiting our PLC practice to create updated Guaranteed Viable Curriculum (GVC). All PLC's have first identified essential standards and our now developing their GVC. This works includes breaking down the standards, identifying prerequisite skills, identifying key vocabulary, what mastery looks like, common assessments, DOK levels, and best teaching strategies for EL and SWD learners. The GVC will drive our first instruction, PLC's, and intervention work to better support the needs of all learners. In addition our resource teachers can use the GVC to better align classroom supports for students with disabilities.

At the elementary level, we are developing our early literacy plan. The goal is to identify students early who are struggling and/or who could possibly have dyslexia, with early identification and therefore intervention we can get students to grade level earlier and keep them on track to be college and career ready. This will not show up in state testing data in the short term, but will increase overall learning in the long run for learners.

Finally, we feel we have errors in our reporting data on college and career for students with disabilities. We currently offer transition classwork and worked-based learning for students with disabilities. Based on input from PCOE, we are reviewing this data so we can more accurately report outcomes for students with disabilities. From the review it is clear we are not tagging these students correctly in PowerSchool (0% reported). Western Placer is developing new procedures to enter and audit Calpads data in order to clean the information we report to the state.

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.

Phoenix High School (Continuation School)

Support for Identified Schools

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

Over the past two years, Phoenix High School's graduation rate has fallen under the minimum 68% threshold established by the California Department of Education (CDE). As a result, Phoenix High School remains eligible for Comprehensive Support and Improvement (CSI) funding and the district office has submitted an application to continue this funding for the 2024-2025 school year. The district office has submitted an application to continue receiving this funding for the 2024-2025 school year.

The educational services department has met with site administration to discuss the history of enrollment and discuss potential strategies for increasing the graduation rate. In addition, WPUSD is working with PCOE to analyze data to come up with specific supports for Phoenix High School's graduation rate. The following are key points from these discussions and needs assessment:

- In response to the increased enrollment of older, credit deficient students, Phoenix High School entered into an MOU with PSA to provide an option for 18 year old and above students to earn a high school diploma program during the evenings. Staff at PHS have been hired by PSA to teach in this program. Although this leads to a high school diploma, since it is granted through adult education, any former Phoenix High student such as a 5th year senior who enrolls in PSA and graduates cannot be included in the Phoenix High graduation rate calculation.

- During the 22-23 school year, PHS had approximately 81, 12th-grade students who were enrolled for 90 days or longer. Of those 81 students, 31 students graduated with a high school diploma, either through PHS, PSA, or South Lindhurst High School. As a result, that left approximately 50, 12th-grade students needing a 5th year for this year. Of these 50 students, 42 students are projected to graduate at some point - either through PHS, ATLAS, PSA, or iCARE (we are in contact with most of these students). Taking these 42 projected graduates and adding them to the previous 31 graduates enrolled 90 days or longer from last year comes out to 73 total graduates from the 12th-grade group enrolled during the 22-23 school year. Accordingly, 73 graduates/81 total 12th-grade students enrolled 90 days or longer from the 22-23 year results in a projected 90% eventual graduation rate for students enrolled long-term during the 22-23 school year (although it will not be recorded this way in the dashboard data).

- During the 2023-2024 school year, Phoenix High School developed a 180 minute-a-day program for 18 year old 5th year seniors. This includes field testing Edgenuity, a new online curriculum.

- During the 2023-2024 school year, Phoenix High School began an Alternative Education Committee. During these meetings it was determined that interventions are needed for students much earlier, in many cases, beginning the 9th grade year. Through the Alternative Education Committee, Phoenix High School is taking an active role in helping plan for these interventions.

- There has been a significant increase in the mental health and social-emotional struggles among students referred to Phoenix High School. However, the availability of community resources falls short of demand. During the 2023-2024 school year, Phoenix High School wrote and received a Community Schools planning grant to explore ways to better meet the social emotional needs of all students. In addition, Phoenix High School has submitted an application for a Community Schools implementation grant for the 2024-2025 school year.

- During the 2022-2023 school year, Phoenix High School initiated an MOU with CSU Sacramento to provide counseling interns on campus to help with the social-emotional needs of students.

Phoenix High remains committed to its work in the following areas:

1. Youth Development
2. Counseling/mental health, and School-Based Mentoring (volunteers working with struggling students).
3. The needs assessment continues to highlight a need for support in the following three areas: academic counseling, academic intervention/support, and attendance monitoring
4. Community Schools

In order to support PHS and increase it's graduation rates, WPUSD's College and Career Coordinator works closely with Phoenix staff on its college/career programming, and Phoenix's College and Career Technician participates regularly in both a district PLC with job-alike staff and on a district-wide College and Career Taskforce. Our decision to utilize Comprehensive Support and Improvement (CSI) funds to add a full-time, temporary counselor at Phoenix High School, our continuation high school, was based on its low graduation rate and the challenges students have once they are behind on credits. The identification of Phoenix High School as a CSI school led to a review of district protocols for allocating resources to school sites. Past practice was to allocate support staff to school sites based solely on enrollment numbers. The district is now working to change its protocol to ensure levels of student need are considered, along with enrollment numbers, when allocating support staff.

Monitoring and Evaluating Effectiveness

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

Monitoring the CSI plan at Phoenix High School will involve a comprehensive approach that integrates input from various stakeholders and utilizes existing structures for continuous planning and ongoing oversight. In particular, this process will rely on PLC meetings, the Site Council, and the Alternative Education Committee. By leveraging these mechanisms, the school will be better able to respond to the changing needs of students and the broader school community. Educational Services will meet regular with PHS to review school progress and provide feedback to best support PHS in increasing graduation rates.

Regular check in's with Ed. Services will look at attendance rates, course completions, and PLC progress at PHS. Additionally, at Admin PLC we will analyze school data and create plans to meet the needs of all learners.

Weekly PLC Meetings - Monitor senior progress towards graduation numbers

Alternative ed committee - Talk about difficult cases and brainstorm strategies for helping students reach academic success. Work with the comprehensive high schools and middle schools to support struggling students earlier in their academic career.

Increase grade rate - Work with the assistant superintendent to create additional pathways for graduation for older credit deficient students. This creates more graduates, but does not increase the reported grade rate.

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
LCAP Leadership Team	The LCAP leadership team, consisting of representatives from classified and certificated administration and classified and certificated associations (CSEA and WPTA, respectively), met to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the 2024-2027 LCAP. The LCAP Committee also discussed how to best utilize other state/federal funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator Effectiveness funds) to support the district's overarching LCAP goals while simultaneously meeting each fund's specific requirements. Throughout spring 2024, adjustments were made to the draft of the 2024-2027 LCAP based on feedback gathered from all educational partners. Meetings – September 21, 2023; October 19, 2023; November 16, 2023; January 18, 2024; February 15, 2024; March 21, 2024; April 18, 2024; May 16, 2024.
Parent Advisory Committee (PAC)	One of our parent groups, the Parent Advisory Committee (DAC), was asked for input regarding the actions they would like to add, modify, or continue in 2023-2024 related to the 8 state priorities and the district's LCAP goals and actions. The DAC also provided input on areas they deemed as impacting their students' educational experiences (i.e. - transportation, mental health supports, academic intervention programs, extended learning programs); this included conversations about how to best use state/federal funds allocated alongside LCFF

Educational Partner(s)	Process for Engagement
	supplemental funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator Effectiveness funds) to help support the district's LCAP goals and increase student achievement. The preliminary draft of the 2024-2027 LCAP was then shared with the DAC Committee, which showed alignment with feedback gathered from all educational partners at previous input meetings. Meetings – November 29, 2023; February 21, 2024; April 25, 2024; May 8, 2024.
District English Learner Advisory Committee (DELAC)	The second of our parent groups, the District English Learner Advisory Committee (DELAC), was asked for input regarding the actions they would like to add, modify, or continue in 2023-2024 related to the 8 state priorities and the district's LCAP goals and actions. The DELAC also provided input on areas they deemed as impacting their students' educational experiences (i.e. - transportation, mental health supports, academic intervention programs, extended learning programs); this included conversations about how to best use state/federal funds allocated alongside LCFF supplemental funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator Effectiveness funds) to help support the district's LCAP goals and increase student achievement. The preliminary draft of the 2024-2027 was then shared with the DELAC Committee, which showed alignment with feedback gathered from all educational partners at previous input meetings. This committee is made up entirely of Spanish-speaking parents, most of whom are the parents of either English Learners (ELs) or Reclassified Fluent English Proficient (RFEP) students. DELAC meetings are facilitated in Spanish. Meetings – December 7, 2023; February 28, 2024; May 1, 2024; May 22, 2024
Admin PLC	The school site administration met with district administration during frequent Admin PLC meetings to provide input for the 2023-2024 update of the 2021-2024 LCAP. The Admin PLC group also discussed how to best utilize other state/federal funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator

Educational Partner(s)	Process for Engagement
	Effectiveness funds) to support the district's overarching LCAP goals and actions while simultaneously meeting each fund's specific requirements. Needs assessments related to WPUSD's identified areas of Differentiated Assistance were conducted, utilizing multiple measures of data (including data from the California School Dashboard). Site administrator input provided during Admin PLC meetings was reflective of input they solicited from staff, students, and parents at their respective school sites. Meetings – September 27, 2023; October 11, 2023; November 8, 2023; December 13, 2023; January 10, 2024; February 28, 2024; March 13, 2024; April 24, 2024; May 22, 2024; June 12, 2024
Student Senate	WPUSD's newly created student senate engaged students from all school sites to take an active roll in our district. Students met to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the 2024-2027 LCAP. Students met in grade level span teams to address needs from the student point of view on the state priorities and where they would like to see an increase or services/supports at schools. At the final meeting of this school year, each school site presented their action plan to each other, parents. and administration. This plan will impact our sites SPSA's and district LCAP. In addition to the Senate, WPUSD has three high school students who serve on the Board of Trustees. Those three students regularly gather input from their classmates and report their perspectives on various issues to the Board of Trustees. Meetings - September 26, 2023; October 10th, 2023; December 7th, 2023, March 13, 2024, April 24, 2024,
Stakeholder Surveys	The California Healthy Kids Survey (CHKS) was administered in February 2024 to 5th, 6th, 7th and 9th graders, as well as to all students at our continuation high school. This survey provides us with much needed data on student perceptions related to school safety and connectedness and directly impacts programmatic decisions.

Educational Partner(s)	Process for Engagement
	In addition WPUSD has added the Youth Truth Survey. During the month of April 2024, all school sites will survey students in grades 3rd - 12th (based on parent approval). At the same time, both staff and parents will be surveyed to get a complete picture of our district. Students perceptions are linked to academic performance and we hope to better inform our LCAP and SPSA's through this increased reporting from our stakeholders. Survey Administered - The month of April 2024 Survey Data Analysis - May 22, 2024 at Admin PLC Meeting
Placer County Office of Education (PCOE)	WPUSD is actively working with the PCOE INSPIRE team to look at data and root causes of student groups that are struggling so we can better meet the needs of all student groups. From root cause analysis and action planning, WPUSD is planning solutions for low performing students groups to improve through LCAP and district changes to better support the needs of these students. Meetings - January 30, 2024, February 22, 2024 March 12, 2024, April 3, 2024, April 17, 2024
SELPA	WPUSD met with SELPA to review action plans to improve results for students with disabilities. WPUSD is in DA and SIM for students with disabilities. This is a major focus to improve student outcomes for students with disabilities. SELPA reports that WPUSD has foundational changes for students with disabilities and is partnering to improve outcomes for this student group through training and data support. Meeting - April 17, 2024
PHS School Site Council	Phoenix High School has stakeholder representation, including students, on its School Site Council (SSC) and they provided input on PHS' Comprehensive Support and Improvement (CSI) plan. Meetings - October 26, 2023, November 7, 2024, January 10, 2024

Educational Partner(s)	Process for Engagement
Public Review, including Public Hearing at WPUSD Board Meeting	The draft LCAP was presented to the Board and members of the public during the public hearing. Meeting - June 4, 2024 The LCAP was posted on the district website on May 31, 2024 for public review and comment; a link to provide public comment was also provided. The LCAP will remain on the website for review until it is approved by the Board (June 18, 2024).

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

Part of our success as a district can be directly tied to our belief that all of our educational partners – staff, parents, students, and community members – have valuable insights to contribute. We believe actively seeking out multiple perspectives broadens our understanding of the issues at hand and makes our approach to student achievement more thorough and more thoughtful than it would otherwise be. Combining and refining our ideas always results in a better plan for our students. Therefore, we ensure frequent and varied opportunities for our educational partners to provide feedback.

Aspects of the LCAP that were directly influenced by specific stakeholder groups are as follows:

- Expanding the AVID program (AVID Coordinators) -- Goal 1, Action 5
- Subsidizing AP test fees for low-income students (Continue and expand to subgroups) -- Goal 1, Actions 3 and 13
- Growing the dual language immersion program (Dual Language Coordinator) -- Goal 1, Action 4
- Increasing hours of College and Career Technicians (LCAP picking up more of the funding) -- Goal 1, All Actions
- Increasing after school tutoring support (Increase tutoring through ELOP) -- Goal 1, Action 9
- Increasing opportunities for high school credit recovery -- Goal 1, Action 9
- Expanding our continuation high school program (Community School Planning)-- Goal 1, Action 9
- Expanding our summer program offerings (Adding summer school at Sheridan Elementary) -- Goal 1, Action 9
- Continuing expanded instructional aide time in Kinder and first grades -- Goal 1, Action 9
- Focusing on early literacy (Early Literacy Plan) -- Goal 1, Actions 2, 8, and 9
- Maintaining Parent/School/Community Liaison time -- Goal 2, Action 3
- Maintain high levels of campus supervision -- Goal 2, Action 2
- Maintain curriculum that addresses social skills and community building -- Goal 2, Action 1
- Increasing parent workshops -- Goal 2, Action 3
- Increasing opportunities for student voice -- Goal 2, Action 3
- Maintaining actions in Goal 2: attendance (Goal 2, Action 8)

- Maintaining actions in Goal 2: student discipline (Goal 2, Action 9)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will graduate from high school college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The state of California has charged school districts with preparing all students for college and career. We whole-heartedly support this initiative and are fully committed to supporting all of our students in attaining college and career readiness. To this end, we feel it necessary to publicly state via LCAP Goal #1 that we will take action and provide resources to ensure that all our students graduate from high school college and career ready. Primarily, our LCAP actions and assigned resources specifically target supports for our most at-risk students (unduplicated pupils) as we acknowledge that attainment of college and career readiness may be more challenging for them.

The analysis of the California School Dashboard data indicates a clear need to support students for college and career readiness. For example:

1. College and Career prepared level is 45.3% for Western Placer Unified School District
2. 81.7% of students graduated in the 2023 cohort group. However, only 56.5% of our homeless students, 74.4% of our socioeconomic disadvantaged, and 74.4% of our English learners graduated this school year.

During the LCAP development process, educational partners identified the need for:
1. Increase access to college credit classes.
2. A clear goal to increase overall graduation rate.
3. More tutoring opportunities for struggling students.
4. Access to CTE classes and pathways for college/career preparation.
5. Support for EL parents to access and use supports such as SST's, 504's, and IEP's.

The districts plan to improve students for college and career readiness through actions that support all learners to perform at grade level. This includes improving the PLC process to support best first instruction, increasing access to CTE and AP courses, biliteracy supports, supporting struggling learners, increased data monitoring, targeted English Learner support, and supported struggling subgroups through the MTSS process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard English Language Arts Indicator (all students)	All = 12.7 points above standard for all students			32.3 Point above standard	
1.2	CA Dashboard English Language Arts Indicator (significant subgroups)	White = 27.8 above standard Hispanic = 20.6 points below standard Socioeconomically Disadvantaged = 21.9 point below Students with Disabilities = 81.7 points below standard English Learner = 55.4 points below standard African American = 24.8 points below standard Homeless = 40.1 points below standard Asian = 36.8 points above standard Two or More Races = 17.9 points above standard Filipino = 62.5 points above standard			White = 37.8 points above standard Hispanic = At standard Socioeconomically Disadvantaged = At Standard Students with Disabilities = - 61.7 English Learner = - 35.4 African American = - 14.8 Homeless = - 30.1 Asian = 46.8 Two or More Races = 27.9 Filipino = 72.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP for ELA (all students)	56.73% of all students met or exceeded			72% of all students met or exceeded	
1.4	CAASPP for ELA (significant subgroups)	White = 63.73% met or exceeded Hispanic = 42% met or exceeded Socioeconomically Disadvantaged = 43.15% met or exceeded Students with Disabilities = 20.44% met or exceeded English Learner = 12.5% met or exceeded African American = 36.36% met or exceeded Homeless = 36.36% met or exceeded Asian = 60.57% met or exceeded Two or More Races = 60.97% met or exceeded Filipino = 83% met or exceeded LTEL = 3.17% met or exceeded state standards			White = 78.73% met or exceeded Hispanic = 57% met or exceeded Socioeconomically Disadvantaged = 58.15% met or exceeded Students with Disabilities = 36% met or exceeded English Learner = 40% met or exceeded African American = 51.36% met or exceeded Homeless = 51.36% met or exceeded Asian = 75.57% met or exceeded Two or More Races = 51.36% met or exceeded Filipino = 90% met or exceeded LTELS = 18.17% met or exceeded	
1.5	CA Dashboard Math Indicator (all students)	17.6 points below standard for all students			At Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CA Dashboard Math Indicator (significant subgroups)	White = 1 point below standard Hispanic = 52.5 points below standard Socioeconomically Disadvantaged = 51.8 points below standard Students with Disabilities = 101.5 points below standard English Learner = 73.6 points below standard African American = 79.6 points below standard Homeless = 64.5 points below standard Asian = 8.7 points above standard Two or More Races = 2.1 point below standard Filipino = 13.4 points above standard			White = 24 Points above standard Hispanic = 27.5 points below standard Socioeconomically Disadvantaged = 49.3 points below standard Students with Disabilities = 76.5 points below standard English Learner = 48.6 points below standard African American = 54.6 points Homeless = - 39.5 points Asian = 16.3 Two or More Races = 22.9 Filipino = 38.4	
1.7	CAASPP for Math (all students)	44.59% of all students met or exceeded state standards			59.59% of all students met or exceeded state standards	
1.8	CAASPP for Math (significant subgroups)	White = 51.31% met or exceeded Hispanic = 29.43% met or exceeded Socioeconomically Disadvantaged =			White = 66.31% met or exceeded Hispanic = 44.43% met or exceeded Socioeconomically Disadvantaged =	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30.74% met or exceeded Students with Disabilities = 17.17% met or exceeded English Learner = 13.03% met or exceeded African American = 28.36% met or exceeded Homeless = 30.38 met or exceeded Asian = 52.11% met or exceeded Two or More Races = 51.30% met or exceeded Filipino = 67% met or exceeded LTEL - 0% met or exceeded			45.74% met or exceeded Students with Disabilities = 32.17% met or exceeded English Learner = 28.03%% met or exceeded African American = 43.36% met or exceeded Homeless = 45.38% met or exceeded Asian = 67.5 % met or exceeded Two or More Races = 66.30% met or exceeded Filipino = 82% met or exceeded LTEL = = 15% met or exceeded	
1.9	CAST for Science (all students)	36.04% of all students met or exceeded standard for science.			51.04% of all students met or exceeded standard for science	
1.10	CAST for Science (significant subgroups)	White = 41.4% met or exceeded Hispanic = 23.69% met or exceeded Socioeconomically Disadvantaged =			White = 56.4% met or exceeded Hispanic = 38.69% met or exceeded Socioeconomically Disadvantaged =	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.50% met or exceeded Students with Disabilities = 11.76% met or exceeded English Learner = 2.80% met or exceeded African American = 27.66% met or exceeded Homeless = 15.22% met or exceeded Asian = 45.21 % met or exceeded Two or More Races = 47.37% met or exceeded Filipino = 41.17% met or exceeded LTEL = 4 % met or exceeded			39.50% met or exceeded Students with Disabilities = 26.76% met or exceeded English Learner = 17.80% met or exceeded African American = 42.66% met or exceeded Homeless = 30.22% met of exceeded Asian = 60.21% met or exceeded Two or More Races = 62.37% met or exceeded Filipino = 56.17% met or exceeded LTEL = 19 % met or exceeded standards	
1.11	CA Dashboard College and Career Indicator (all students)	45.3% of all students are considered college and career ready			60.3% of all students are considered college and career ready	
1.12	CA Dashboard College and Career Indicator (significant subgroups)	White = 49.1% Prepared Hispanic = 35.5% Prepared Socioeconomically Disadvantaged = 30.7% Prepared			White = 64.1% Hispanic = 50.5% Socioeconomically Disadvantaged = 45.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities = 9.1% Prepared English Learner = 17.1% Prepared			Students with Disabilities = 39.1% Prepared English Learner = 32.1% Prepared	
1.13	A-G Completion Rate (all students)	62.6% of all students met the A-G completion rate			77.6% of all students met the A-G completion rate	
1.14	A-G Completion Rate (significant subgroups)	White = 64% Hispanic = 50.7% Socioeconomically Disadvantaged =47.8% Students with Disabilities 16.4% English Learner = 33.3%			White = 77% Hispanic = 65.7% Socioeconomically Disadvantaged =62.8% Students with Disabilities 31.4% English Learner = 48.3%	
1.15	California State Seal of Biliteracy	11.6% of the graduating class of 2023 received the California State Seal of Biliteracy			21.6% of the graduating class of 2023 received the California State Seal of Biliteracy	
1.16	Enrollment in AP Courses (all students)	Total Students = 644			Total Students = 745	
1.17	Enrollment in AP Courses (significant subgroups)	White = 457 = 70% Hispanic = 183 = 28% Socioeconomically Disadvantaged = 163 = 25% Students with Disabilities = 10 = 1.5%			White = 75% Hispanic = 43% Socioeconomically Disadvantaged = 40% Students with Disabilities = 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner = 16 = 2.5%			English Learner = 17.5%	
1.18	AP Exam Passage (all students)	45%			60%	
1.19	AP Exam Passage (significant subgroups)	White = 70% Hispanic = 27% Socioeconomically Disadvantaged = 25% Students with Disabilities = 1% English Learner = 3.4%			White = 80% Hispanic = 50% Socioeconomically Disadvantaged = 50% Students with Disabilities = 25% English Learner = 50%	
1.20	AP Exam Participation Rate (all students)	88%			95%	
1.21	Enrollment in CTE Courses (all students)	64% of all students enrolled in a CTE class 2023-2024			75% of all students enroll in a CTE in 2026 - 2027	
1.22	Enrollment in CTE Courses (significant subgroups)	White = 71% Hispanic = 28% Socioeconomically Disadvantaged = 28% Students with Disabilities = 11% English Learners = 3.7%			White = 75% Hispanic = 40% Socioeconomically Disadvantaged = 40% Students with Disabilities = 20% English Learners = 20%	
1.23	CTE Pathway Completion	123 Pathways completed for 2022 – 2023 school year.			195 Pathways completed for 2026 - 2027	
1.24	English Learner Progress (ELPAC)	46.8% of EL students are making progress			65% of EL students are	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		towards English proficiency			making progress towards English proficiency	
1.25	English Learner Reclassification Rate	13.6% of EL students were reclassified in the 22 – 23 school year			28.6% of EL students were reclassified in the 22 – 23 school year	
1.26	iReady ELA Elementary	Overall 55% of students are on to above grade level (Diagnostic 3 Elementary)			70% of students are on to above grade level	
1.27	iReady Math Elementary	Overall 48% of students are on to above grade level (Diagnostic 3 Elementary)			63% of students are on to above grade level	
1.28	Teachers Missing Appropriately Credential	Teachers out of field 2.8%			.5% teachers out of field	
1.29	Access to Standard-aligned materials	100% of students have access to standard-aligned materials			100% of students have access to standard-aligned materials	

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	Highly Qualified Administrators, Teachers, and Instructional Support Staff	WPUSD has processes and procedures in place to ensure we hire and retain highly qualified administrators, teachers, and other instructional staff. We monitor staffing assignments yearly, guaranteeing appropriate staff placement and reducing misalignments and unanticipated vacancies. We aim to post open positions early in the spring, so our pools of job candidates are as deep as possible. We are also fortunate to be a destination district; in most cases, we attract dozens of applicants per position. This often results in the highest quality candidates joining our district from the outset. As it pertains to instructional support staff, and sometimes teachers, retention is a concern. We work closely with our associations to refine our practices to not only attract, but also retain quality staff.	$62,574,997.00	No
1.2	Staff Effectiveness in Supporting Students Academic Success	In order for WPUSD staff to be effective in supporting students' academic success, they need to have a strong understanding of learning outcomes, utilize effective instructional strategies, and work collaboratively to calibrate and articulate with their peers. These elements of students' academic success are best addressed by focusing on Professional Learning Communities (PLCs), professional development, and college and career support. Staff effectiveness is supported through professional development training (solution tree, PBIS, ALEKS, AVID, literacy, UFLI), tiered interventions, MTSS supports, curriculum support, and college/career coordinators	$1,462,239.00	Yes
1.3	Access to a Broad Course of Study &	Students need opportunities to explore a variety of subjects so they can discover their passions and interests. In addition, research indicates	$4,491,183.00	No

Action #	Title	Description	Total Funds	Contributing
	Standards Aligned Instructional Materials	students' brain development and academic achievement are enhanced when learning extends beyond English and Math. Students who pursue a broad course of study strengthen their critical thinking skills, language acquisition skills, memory, and creativity. Electives courses also improve students' overall health and well-being, positively impacting attendance and their connections with school. To that end, WPUSD is committed to offering a broad range of course offerings for all students. All students have access to standards-aligned instructional materials where applicable. Teachers utilize those standards-aligned instructional materials, along with other curricular resources, to align their instruction with the California State Frameworks. All elementary schools have full music and science programs, staffed with fully credentialed, subject-specific teachers. We also offer courses/programs in the following areas: Visual and Performing Arts (VAPA), World Languages, Bilingual Immersion, Science Technology Engineering and Math (STEM), Advanced Placement (AP), Dual Enrollment in partnership with Sierra College, Career Technical Education (CTE), Health, and Physical Education.		
1.4	Dual Language Immersion Program	Our district's dual language Immersion Program (DLI) (Spanish/English) is a 90/10 DLI model. Starting in kinder, students are taught 90% in Spanish and 10% in English. First grade is 80% Spanish and 20% English. Second grade is 70% Spanish and 30% English. Third grade is 60% in Spanish and 40% in English. Fourth and beyond is 50% Spanish and 50% English. The 50/50 ration will continue through 8th grade. High school students will have access to Advance Placement coursework leading to the attainment of the State Seal of Biliteracy. This program is in high demand in our community, and students are selected via lottery. That said, we ensure that at least one-third of the students selected for the program are English learner students whose primary language is Spanish. Native Spanish speakers are prioritized in the lottery by being selected first to fill one-third of the available slots.	$1,855,473.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Academic Support Courses	AVID (Advancement Via Individual Determination) is a K-12 college readiness system designed to increase enrollment and success in higher education and in life beyond high school. AVID accelerates the academic performance of our student groups who tend to struggle more (i.e. - socioeconomically disadvantaged students, English learners), which is helping us close our district's achievement gap. EOS (Equal Opportunity Schools) is an organization, working in partnership with our district, helping our high schools increase their equitable enrollment in Advanced Placement (AP) classes. We began working with EOS in the 2019-2020 school year; even with the impacts of the COVID-19 pandemic, we saw an immediate increase in the percentage of socioeconomically disadvantaged students, Hispanic students, and English Learners who accessed AP coursework. We plan to continue this partnership going forward. Newcomer English Language Development (ELD) classes provide intensive instruction for English learners who are new to the country, with a focus on grammar, vocabulary, and English literacy skills. These programs are designed to help newcomers develop linguistic survival skills and adapt to the new culture.	$1,178,943.00	Yes
1.6	Career Technical Education (CTE)	Career Technical Education (CTE) continues to be an area of focus for WPUSD. We have at least one (but more in most) CTE pathway in six of the fifteen industry sectors (Agriculture and Natural Resources; Arts, Media and Entertainment; Building and Construction Trades; Engineering and Architecture; Health Science and Medical Technology; and Information and Communication Technologies) that are in high demand with our high school students. Our CTE programs are aligned to the eleven elements of high quality CTE programs and we conduct annual self assessments to measure our programs; effectiveness. We use the data from these self assessments to focus our attention on areas that indicate a need for improvement.	$1,692,303.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Instructional Technology	Technology is an increasingly integral part of a student's educational experience, and it is vital for us to keep pace with new and emerging technologies going forward. To that end, we have an Ed Tech Team who manage the many facets of educational technology and supports our teachers as they embed technology tools in their instruction. We offer school site tech trainers to support technology at the site level. We have also increased our Technology Department's staff to ensure more timely support, when needed. We ensure that all teachers are supplied with up-to-date equipment, including but not limited to: desktop computers, document cameras, web cameras, Chromebooks, speakers, and microphones. Additionally, a variety of online learning tools are also purchased yearly (i.e. - NearPod, Screencastify, Pebble Go, EdPuzzle, Kami, ParentSquare, Perfromance Matters, Schoology) to enhance teacher instruction and to simplify communications with students/parents. Additionally, professional development is regularly provided, both in the summer and during the school year, for teachers to gain familiarity with new and emerging technologies. We remain committed to maintaining our present 1:1 student-to-Chromebook ratio. We continually plan for infrastructure upgrades (i.e. – network, wireless connectivity devices, servers) support our both our 1:1 initiative and our teachers' educational technology usage.	$3,515,473.00	No
1.8	Assessing & Monitoring Student Progress	Successfully assessing and monitoring student progress hinges on the development and implementation of systems that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their students' standards mastery and skill development. It also helps teachers and administrators prescribe targeted interventions for students not making adequate progress toward specified learning targets.	$1,295,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
		WPUSD staff utilize a variety of online tools to administer and collect student achievement data. WPUSD teachers administer two to four i-Ready diagnostic assessments in ELA and mathematics throughout the year. In addition we are using ALEKS for middle school math data collection. As part of our long term plan we are adding Performance Matters this year as a district assessment tool, additional products will be added to better monitor behaviors and attendance. Actions teams/PLC's will be able to develop common assessments that will be administered to all students. This system will allow us to see how core instruction supports all learners across the district, track specific subgroups to see success and supports needed, and have real time data to adjust to better prepare students to meet the rigor of state standards. The combination of our new data platforms will allow us to better monitor and provide interventions to students who struggle. Moving forward, we plan to build a more robust awareness and understanding of the California curriculum frameworks in an effort to redesign and align common formative/summative assessments to support students in meeting rigorous learning expectations necessary for college and career readiness. These common assessments, in turn, will help us better identify areas of academic growth for our students, particularly our students who struggle on academic assessments (socioeconomically disadvantaged, students with disabilities, English learners, and homeless/foster students .		
1.9	Academic Interventions	One of the main tenets of our district's PLC work is answering the question, "What will we do if they (students) don't learn it (the academic content)?" With that in mind, developing and implementing a district-wide tiered system of support for our struggling students is a critical priority over the next three years. In parallel all sites are using/developing MTSS to provide tiered academic and behavior supports for learners. Both systems use interventions to support our struggling learners, our unduplicated students tend to struggle more than other subgroups. In order to create interventions we need support staff to meet the needs of all learners. This includes instructional service providers (ISPs), instructional aides, paraprofessionals, high school students, college tutors, reduced class sizes, and volunteers to support learners across the district.	$3,174,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	English Learner Support	Our main goal with our English learners is to ensure every English learner reclassifies as fluent English proficient within five to seven years. As our reclassified students perform academically on par with (or better than in many cases) our English-only students, we view reclassification as a key to our English Learners' long-term academic success. These funds support ELD classes including newcomers and LTELS, professional development in supporting EL learners, supplies for classrooms, and curriculum to support students access of language/academics.	$883,117.00	Yes
1.11	Homeless/Foster Youth Support	Homeless and foster youth are one of the most vulnerable population of students in Western Placer Unified School District. Our goal is to provide the supports and stability for this group of students so they can thrive in Western Placer. This support includes academic, behavioral, attendance, transportation, and school supplies. In addition, we have partnerships to provide clothing, food, gas, shoes, and basic needs to support students access to school.	$64,186.00	Yes
1.12	Additional Academic Counseling Support	Counselors provide much needed support to students, especially our at-risk ones, as they high school, such as juggling multiple teachers/periods and learning how grades/GPAs work, all during a time of major social-emotional change. Although we'd like to see them even lower, having our counselor-to-student ratio with the added staffing allows the additional time need to better serve our unduplicated pupils. Our decision to utilize Comprehensive Support and Improvement (CSI) funds to add a full-time, temporary counselor at Phoenix High School, our continuation high school, was based on its low graduation rate and the challenges students have once they are behind on credits.	$95,619.00	No
1.13	LCFF Supplemental Allocation to School	California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged	$364,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Sites for Site-Based Contributing Services	students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 1. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. The support formula is funding based on their unduplicated student count. For 24-25, they receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For 24-25, the TK-5 allocation was $62.55 per student, and the 6-12 allocation was $31.27 per student. The total of these two numbers is their annual allocation.		
1.14	Early Childhood Literacy	Creating a solid education foundation for all students is critical for students to become college and career ready. An increase focus on early childhood education that includes a better tracking of student outcomes, increased communication with parents, and early intervention will lead higher learning outcomes for all students. These funds supports early literacy curriculum/training and ISP's that create small group intervention after the regular school day to support literacy.	$131,023.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students and their families will be actively engaged in learning and their school communities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Engagement can be seen as the glue that holds together all aspects of learning and growth. Students and family engagement is directly related to students success and safety on a campus. Through increased engagement students will show improved attendance and improve academically. This will lead to lower levels of discipline which should lead to decreased suspension and expulsion rates on campus. Ultimately, this will lead to an increased graduation rate and more students college and career ready.

The analysis of our California State Dashboard and District Surveys indicates the need to continue to work in this arena.

1. Local climate survey data indicate that 31% of middle schoolers and 41% of high schoolers report positive engagement.
2. Local climate survey data indicate that 20% of middle schooler and 22% of high schooler report a positive culture.

A lack of engagement and positive culture can lead to an increased number of student absences and behavioral issues. This can lead to a decrease in the amount of learning and therefore negatively impact graduation rates/students being prepared for college and career. By increasing the engagement of students and parents with sites we can produce better outcomes for all learners, while supporting a culture that engages students, parents, and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate Overall	ADA Rate 2022 – 2023 = 93.5%			ADA = 95.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism Rate (all students)	Total students chronic absenteeism rate for 2022 – 2023 school year was 18.8%			Total students chronic absenteeism target rate 9%	
2.3	Chronic Absenteeism Rate (significant subgroups)	White = 16.1% Hispanic = 22.3% Socioeconomically Disadvantaged = 26.4% Students with Disabilities = 27.1% English Learners = 21.7% African American = 24.4% Homeless = 33.3% Asian = 19.8% Two or More Races = 19.8% Filipino = 17.3% Foster Youth = 20.9%			White = 10% Hispanic = 16% Socioeconomically Disadvantaged = 20% Students with Disabilities = 21% English Learners = 16% African American = 18% Homeless = 27% Asian = 14% Two or More Races = 14% Filipino = 11% Foster Youth = 15%	
2.4	Suspension Rate (all students)	Total students suspended for at least one day was 2.8% for 2022 – 2023 school year			Total students suspended for at least on day = 1.4%	
2.5	Suspension Rate (significant subgroups)	White = 2.9% Hispanic = 2.9% Socioeconomically Disadvantaged = 4.3% Students with Disabilities = 5.6% English Learners = 2.1%			White = 1.5% Hispanic = 1.5% Socioeconomically Disadvantaged = 4.3% Students with Disabilities = 2.8% English Learners = 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American = 6.4% Homeless = 3.5% Asian = .3% Two or More Races = 2.5% Filipino = 3.6% Foster Youth = 1.9% American Indian = 2.7% Pacific Islander = 0%			African American = 3.2% Homeless = 1.75% Asian = .15% Two or More Races = 1.25% Filipino = 1.8% Foster Youth = .9% American Indian = 1.35% Pacific Islander = 0%	
2.6	Expulsion Rate (all students)	Total students expelled in 2022 – 2023 school year = 14			Total students expelled = 5	
2.7	Graduation Rate (all students)	81.7% of all students graduated			90% graduation rate	
2.8	Graduation Rate (significant subgroups)	White 83.5% Hispanic 78.1% Socioeconomically Disadvantaged 74.4% Students with Disabilities 73.2% English Learners 74.4% Homeless = 56.5%			White 94% Hispanic 90% Socioeconomically Disadvantaged 87% Students with Disabilities 85% English Learners 87% Homeless = 80%	
2.9	Phoenix High School's (PHS) Graduation Rate	28% of Students graduated White 36.1% Socioeconomically Disadvantaged 22.2%			70% White = 75% Socioeconomically Disadvantaged = 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Dropout Rate	0.3% Dropout for the class of 2023			0.15% Dropout rate	
2.11	Youth Truth Student Survey Completion Rate	Elementary - 45.8% Middle - 81.5% High School (Includes ATLAS) - 56.8%			Elementary - 85% Middle - 85% High School (Includes ATLAS) - 85%	
2.12	Youth Truth Staff Survey Completion Rate	Elementary - 43.5% Middle - 51% High School (Includes ATLAS) - 49%			Elementary - 80% Middle - 80% High School (Includes ATLAS) - 80%	
2.13	Youth Truth Family Survey Completion Rate	Elementary - 17.5% Middle - 10.5% High School (Includes ATLAS) - 11.2%			Elementary - 50% Middle - 50% High School (Includes ATLAS) - 50%	
2.14	Chronic Absenteeism (significant subgroups)	White = 16.1% Hispanic = 22.3% Socioeconomically Disadvantaged = 26.4% Students with Disabilities = 27.1% English Learner = 21.7% African American = 24.4% Homeless = 33.3% Asian = 19.8% Two or More Races = 19.8% Filipino = 17.3%			White = 8% Hispanic = 11% Socioeconomically Disadvantaged = 13% Students with Disabilities = 13.5% English Learner = 11.5% African American = 12% Homeless = 17% Asian = 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster = 20.9%			Two or More Races = 10% Filipino = 8.5% Foster = 10.5%	
2.15	California Healthy Kids Survey - Parent Completion	Our spring 2024 CHKS survey had 877 parent responses, an increase of 442 responses from 2022. The responses account for 11% of our families. The results are 53% from elementary, 22% middle school, and 25 high school.			50% or more parents respond to the CHKS from each grade span.	
2.16	California Heathy Kids Survey - Parent Involvement	Our spring 2024 CHKS parent survey had 89% of parents mark "agree" or "strongly agree" that their child's school encourages active partnership. 65% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.			90% of parents mark "agree" or "strongly agree" that their child's school encourages active partnership. 90% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.	
2.17	Youth Truth Safety "I feel safe during school".	Youth truth student survey results TBMS 58% GEMS 49%			Youth truth student survey results TBMS 73% GEMS 64%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TBHS 64% LHS 54% PHS 84% ATLAS 91%			TBHS 79% LHS 69% PHS 90% ATLAS 95%	
2.18	Youth Truth Engagement "I'm getting a high quality education at this school"	Youth Truth student survey results TBMS 48% GEMS 37% TBHS 51% LHS 37% PHS 67% ATLAS 86%			Youth Truth student survey results TBMS 63% GEMS 52% TBHS 66% LHS 52% PHS 82% ATLAS 90%	
2.19	Youth Truth Engagement "I feel engaged with my school"	Overall = 46% White = 49% Hispanic = 53% Multiracial = 50% Asian = 60%			Overall = 70% White = 70% Hispanic = 70% Multiracial = 70% Asian = 70%	
2.20	Facilities Maintained	86% of Facilities rated overall good or exemplary			93% of Facilities rated overall good or exemplary	

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	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	To support staff, WPUSD also offers a wide breadth of curriculum, resources, and professional development focused in the following areas, including but not limited to: • Social-Emotional Learning (SEL) "Morning Meetings, Second Step, and base education" • Character Strong (for secondary schools) • 40 Developmental Assets – reinforcing/building the supports and strengths students need to succeed • Non-violent conflict resolution (NCI) • Cultural competency/awareness • EQ schools – emotional intelligence, growth mindset, neuroscience • Multi-Tiered Systems of Support - MTSS (see Action 1-8 for more details) • Positive Behavior Interventions & Support - PBIS (see Action 2-3 for more details) • Youth development (see Action 2-3 for more details) In order for WPUSD staff to be effective in supporting students' physical, social-emotional, and cultural safety, we need to ensure staff's own mental health is also supported. Consequently, WPUSD has contracted with Grokker, the Employee Assistance Program (EAP) through Schools	$648,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Insurance Authority, HearYou.org (Wellness Together), and EQ Schools to provide social-emotional and mental health supports for staff. Mandatory yearly training in topics like suicide prevention and mandated reporting are also provided to comply with said mandates.		
2.2	School Safety	Students cannot learn if they do not feel physically, social-emotionally, and culturally safe at school. Effective school safety starts with prevention, and it encompasses a wide range of supports. This includes the cost for three school resource officers, campus supervisors at all school sites, custodial staff and safety supplies.	$7,830,873.00	No
2.3	Youth & Parent Engagement	Our schools will work diligently to improve safety and relationships with and for students. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults: safety, relationships, youth participation, community involvement, and skill building. Roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained to become trainers of youth development. Our bilingual parent liaisons support our English learner families and support families in navigating the structures of school, while giving them a voice on campus. In addition, our Youth Truth survey allows families to give honest feedback on how schools and the district provides/connections with them. Parent engagement nights create positive relationships and support families through information and trainings. Our newly formed Student Senate gives students a true voice on campus through data analysis and creating action plans for their respective sites.	$843,732.00	Yes
2.4	Mental Health Support	Providing a robust array of mental health services would benefit students in a variety of ways. Mentally healthy students perform better academically. They attend school more regularly, are less likely to use drugs and alcohol, and are more likely to graduate. WPUSD provides a mental health specialist, mental health service provider (wellness together), MTSS supports, and full time school psychologists at elementary schools.	$423,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Homeless/Foster Youth Support	In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need considerably more support. Our homeless/foster youth coordinator works closely with Placer County Office of Education (PCOE) to track and monitor our homeless students and our foster youth.	$29,799.00	Yes
2.6	Transportation	Transportation will be provided to socioeconomically disadvantaged students, foster youth, and homeless students at no charge to ensure they attend school daily.	$169,461.00	Yes
2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. First, they receive funding based on their unduplicated student count. For 24-25, they receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For 24-25, the TK-5 allocation was $62.55 per student, and the 6-12 allocation was $31.27 per student. The total of these two numbers is their annual allocation.	$364,633.00	Yes
2.8	Attendance	Attendance is a significant area of need district-wide. Our overall Average Daily Attendance (ADA) is still lower (94%) than it was prior to COVID (95 to 96%, depending on the year). WPUSD has also seen a significant increase in the percentage of students considered to be "chronically absent," which means they missed 20+ days of school in a school year; 18.8% of our K-8 students were chronically absent in the 2022-2023 school year. Two of our eight TK-5 schools have been designated for Additional Targeted Support and Assistance (ATSI) by the California Department of	$252,868.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Education due to their chronic absenteeism rates of particular student subgroups.		
2.9	Student Behavior Supports	Western Placer Unified School district has been identified as having high suspension rates. By increasing relationships and building positive cultures we hope to decrease the amount of suspensions across the district. In addition, we have updated our behavior guidelines to increase the tools to support student behaviors. WPUSD behavior supports includes funding to support the MTSS systems at sites, supplemental site funds to implement programs like morning meetings and base education, tiered interventions, and administrative support for challenging behaviors.	$220,188.00	Yes
2.10	Wellness Centers	Provide mental health and wellness services and supports across an MTSS, including but not limited to mental health trainings and classroom lessons, individual and group counseling, crisis services, and referrals to community services.	$31,000.00	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
$5,601,191	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.496%	0.000%	$0.00	6.496%

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:** Staff Effectiveness in Supporting Students Academic Success **Need:** Overall in English Language Arts WPUSD scores 12.7 points above standard. In Mathematics WPUSD scores 17.6 points below standard. Both scores are above the state standards. When you dig deeper our subgroups are not doing as well as the	According to Visible Learning, collective teacher efficacy has the second largest effective size on student achievement. Collective teacher efficacy is the collective belief of the staff of the school in their ability to positively affect students, with teachers working together to have appropriately high challenging expectations of what a year's growth for a year's input looks like, fed with the evidence of impact which sustains it. This is the foundation of our PLC's in WPUSD. Our PLC process with supportive professional development	California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, i-Ready, early childhood data (ESGI/Performance Matters), and common formative assessments.

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
	average. Students with disabilities score 81.7 points below in English and 101.5 points below in math, English Learners score 55.4 points below in English and 73.6 points below in math, Hispanic score 20.6 points below in English and 52.5 points below in Math, and Socioeconomically Disadvantaged score 21.9 points below in English and 51.8 points below in math. **Scope:** LEA-wide	is the foundation to increase teacher effectiveness and therefore student achievement. We are in year two of our four year PLC plan to train and recalibrate our PLC's to better support student learning. PLC's - In order for WPUSD staff to be effective in supporting students' academic success, they need to have a strong understanding of learning outcomes, they need to utilize effective instructional strategies, and they need to work collaboratively to calibrate and articulate with their peers. These elements of students' academic success are best addressed by focusing on Professional Learning Communities (PLCs). Professional Development - WPUSD will provide professional development for teachers and administrators focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms (i.e. - GLAD, AVID, brain-based direct instruction, UFLI, Vocabulary, Integrated/Designated). Professional development will also be offered on best practices for classroom-based intervention support (i.e. – MTSS, Co-Teaching). As research indicates, job-embedded learning and reflective coaching are the most effective methods of professional development (ascd.org). Therefore, Educational Services staff will keep driving our continuous improvement efforts by providing timely, targeted, relevant training to teachers and staff. Students with disabilities score the lowest on our assessments. In connection with our PLC training. SDC teachers will have training on essential	

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
		standards to better scaffold to essential learning outcomes and finalize alternative descriptors. In addition, SDC will create universal screeners for math. RSP teachers will be receive goal writing training to target the essential standards. EL learners also need additional support. WPUSD will continue to train teachers in integrated and designated strategies. The focus will be at secondary sites and any new teachers hired into the district. Socioeconomically Disadvantaged students also need additional supports. Through the PLC process we can better measure and adapt teaching to support this group. In order for any training to be effective accountability needs to occur. Site administration will give guidance and feedback to teachers/staff to better meet the needs of these learners. Site admin will turn in walkthrough forms to reflect on the implementation of above trainings. All of this works comes down to better student achievement tracked through ongoing student data. College and career counselors work to support students to meet their goals of college or career pathways.	
1.4	**Action:** Dual Language Immersion Program **Need:** Our community expressed considerable interest in having a dual language immersion	According to SmartBrief Education, "One of the most compelling advantages of dual language instruction lies in the cognitive benefits it provides. Research consistently shows that bilingual individuals possess enhanced cognitive abilities, such as problem-solving, critical thinking and	California Dashboard, CAASPP results, iReady, Performance Matters, iStation, and ELPAC scores

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
	program in our district. Therefore, WPUSD started a program at Creekside Oaks Elementary in 2020-2021. Our first kindergarten classes accepted 51 students into the program; those students matriculated to 3rd grade this school year. While all students are welcome to apply for the program (and participate in a lottery), native Spanish speakers are prioritized for enrollment. The ideal breakdown is 33.3% native Spanish speakers, 33.3% Spanish speaking, and 33.3% English only speakers. This breakdown allows students to model the language for each other or dual language immersion. While we utilize a program called iStation to monitor our students' academic progress in English Language Arts, we do not have a similar program for mathematics. That data void leaves us with an incomplete picture of the effectiveness of the program. We look forward to students being able to take both the SBAC test and the California Spanish Assessment as third graders in 2023-2024. **Scope:** LEA-wide	creativity. The act of switching between languages activates the brain's executive functions, improving attention control and memory. This adaptability and open-mindedness are valuable attributes in today's dynamic world". From our community input we added this program to support development of dual literate students. This program allows Spanish speakers to keep their native language while developing English. Our R-FEP data supports dual language students as this subgroup is one of our highest performing groups on CAASPP tests. Our current English Learners scored 88.7 point below standard, compared to our reclassified English learners who score 7.6 points above standard on Language Arts state testing. In Mathematics current English learners scores 102.4 points below standard, compared to reclassifies Englisher learners who scored 19.2 point below standard. Because the dual immersion program hinges on having native English speakers as a model to learn English it is offered on a LEA basis.	
1.5	**Action:** Academic Support Courses **Need:** Stakeholder feedback to better prepare students with the skills and support to be successful in college and career. AVID has been shown to increase graduation rates which is lower in Western Placer. Through	AVID (Advancement Via Individual Determination) is a K-12 college readiness system designed to increase enrollment and success in higher education and in life beyond high school. AVID accelerates the academic performance of our student groups who tend to struggle more (i.e. - socioeconomically disadvantaged students, English learners), which is helping us close our district's achievement gap.	California Dashboard, CAASPP results, iReady, Performance Matters, AP testing data, ELPAC

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
	AVID secondary, students receive additional academic, social, and emotional support that helps them succeed in schools most rigorous courses. Access to AP courses allows students to earn credits toward college and have exposure to the rigors of a college class. EOS increases equitable access for students, which in turn increases the amount of unduplicated students access to AP coursework. At both our DELAC and PAC meetings parents have asked for more educational supports. AVID targets students to support in writing, inquiry, collaboration, organization, and reading (WICOR). Target AVID tutorials and AVID tutoring provides supports to students in our most rigorous classes. WPSUD has seen an increase in newcomers over the past few years. These students come in with diverse needs and backgrounds. To better support these students we have added newcomer classes to better meet and support there unique needs. **Scope:** LEA-wide	The district supports the AVID program by funding extra staffing, professional development opportunities, membership fees, and materials and supplies to encourage college-going cultures at school sites (i.e. - fieldtrips, Pre-SAT tests, etc.). AVID professional development topics include, but are not limited to: increasing rigor in core subject areas, addressing beliefs/expectations around student potential, improving students' organizational skills, and increasing student engagement. AVID benefits all students, to maintain a heterogenous population in our AVID courses we therefore offer this at the LEA level. Schoolwide AVID creates clear pathways of WICOR development from one grade level to another. According to PACE, "Results from this study suggest that newcomers' first years in U.S. schools are a window of opportunity where we can expect many students' ELP to grow quickly. However, our findings about the strong role of schools in ELP growth suggest that teachers and administrators should not take rapid ELP growth among newcomers for granted but should instead build on students' language skills to support their rapid growth. Existing research points to promising programs and services supporting robust linguistic development". By offering Newcomer classes we can meet the specific needs of these learners, while accelerating their access to English language development and adjusting to a new country.	

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
1.8	**Action:** Assessing & Monitoring Student Progress **Need:** 56.73% of all students met or exceeded state standards in ELA, For Hispanic, 42% met or exceeded state standards, For Socioeconomically Disadvantaged, 43.15% met or exceeded state standards, For students with disabilities 20.44% met or exceeded standards, and For English Learner, 2.5% met or exceeded state standards. 44.59% of all students met or exceeded state standards in Math, for Hispanic, 29.43% met or exceeded state standards, for Socioeconomically Disadvantaged, 30.74% met or exceeded state standards, for students with disabilities 17.17% met or exceeded standards, and for English Learner, 13.03%% met or exceeded state standards The graduation rate is 81.7% for the 2023 Dashboard. Better active monitoring will keep students at grade level to increase overall graduation rates for all students. iReady math, 33% of students are one grade level below, 9% are two grade level below, and 18% are 3 or more grade levels below. iReady Language Arts,27% of students are one grade level below, 9% are two grade levels below, and 16% are 3 or more grade levels below.	While data itself does not close the achievement gap, analyzing various types of data does play a significant role in our district's continuous improvement efforts. We cannot work to address the achievement gaps if we don't know specifically what those gaps are. Our Professional Learning Communities (PLCs) need detailed information about their students in order to develop appropriate supports and interventions. Our sole purpose of investing in high quality assessment and monitoring systems is so that we can identify (and serve) those students, principally our unduplicated pupils, who need additional support. The new data platforms will allow us to better analyze and aggregate data down to our needed subgroups. i-Ready in connection with Performance matter will allow us to see scoring by subgroup, school, and teacher. Performance Matters in connection with Guaranteed Viable Curriculum will allow us to create district assessments and disaggregate the data to site, teacher, and student subgroups. State data does a good job of allowing to see subgroup student progress, however it does not allow for immediate support for struggling learners. Our new platforms will allow for ongoing data analysis and intervention to meet the changing needs of all learners.	California Dashboard, CAASPP results, iReady, Performance Matters

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		
1.9	**Action:** Academic Interventions **Need:** 56.73% of all students met or exceeded state standards in ELA, For Hispanic, 42% met or exceeded state standards, For Socioeconomically Disadvantaged, 43.15% met or exceeded state standards, For students with disabilities 20.44% met or exceeded standards, and For English Learner, 2.5% met or exceeded state standards. 44.59% of all students met or exceeded state standards in Math, for Hispanic, 29.43% met or exceeded state standards, for Socioeconomically Disadvantaged, 30.74% met or exceeded state standards, for students with disabilities 17.17% met or exceeded standards, and for English Learner, 13.03%% met or exceeded state standards. The graduation rate is 81.7% for the 2023 Dashboard. Better active monitoring with intervention will keep students at grade level to increase overall graduation rates for all students. i-Ready math, 33% of students are one grade level below, 9% are two grade level below, and 18% are 3 or more grade levels below.	Support staff play a key role in our plans. We plan to continue the amount of aides, paraprofessionals, and Intervention Support Providers (ISPs) across all school sites, focusing particularly on grades K-2 due to anticipated increases in demand. We also plan to offer targeted tutoring, utilizing high school students, college tutors, and volunteers, both during and after school. Two key components to the success of intervention support staff is ensuring they are properly trained and that they are given ample collaboration time with their partnering teachers. As part of our early literacy plan, ISP's have received targeted training on UFLI and we are tracking student data to see results from this targeted intervention. In addition to utilizing support staff, we will continue using the i-Ready intervention support system for K-8 students, which provides individualized lessons customized to each student's identified areas of struggle in both reading and math. We also utilize Sonday, a structured, systematic intervention system for students who need more intensive support with reading. At the secondary level, the District funds extra sections to lower class sizes in intervention courses, thus providing more concentrated learning time with each student. Also, we provide	California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, iReady growth, early childhood data, and common formative assessments.

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	i-Ready Language Arts,27% of students are one grade level below, 9% are two grade levels below, and 16% are 3 or more grade levels below. **Scope:** LEA-wide	high school credit recovery classes at both our comprehensive high schools and our continuation high school. We strongly believe that this district-wide system of support needs to ensure students remain in their least-restrictive environment, and that all avenues are pursued before assessment for special education services. Thus, offering a robust array of intervention supports, including Co-Teaching and Learning Centers, is paramount.	
1.13	**Action:** LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services **Need:** 56.73% of all students met or exceeded state standards in ELA, For Hispanic, 42% met or exceeded state standards, For Socioeconomically Disadvantaged, 43.15% met or exceeded state standards, For students with disabilities 20.44% met or exceeded standards, and For English Learner, 2.5% met or exceeded state standards. 44.59% of all students met or exceeded state standards in Math, for Hispanic, 29.43% met or exceeded state standards, for Socioeconomically Disadvantaged, 30.74% met or exceeded state standards, for students with disabilities 17.17% met or exceeded standards, and for English Learner, 13.03%% met or exceeded state standards	This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 1. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. For 24-25, schools receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For	Individual sites California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, iReady, ELPAC, and graduation rates as applicable.

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	Scope: LEA-wide	24-25, the TK-5 allocation was $62.55 per student, and the 6-12 allocation was $31.27 per student. The total of these two numbers is their annual allocation. Each individual school site has unique needs. Allowing sites to create actions and plans to best support their unique students can have the greatest impact on all student outcomes. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 1.	
2.1	**Action:** Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety **Need:** From our Youth Truth Survey, High School students responded to their perceived safety on campus. When asked, "I feel safe during school", 9% of our overall population disagree or strongly disagree with this statement. Overall this number stays the same for our language learners at 9%, increases to 23% for our black/African- American students, but decreases to 7% for our white students. From our Youth Truth Survey, Middle School students responded to their perceived safety on campus. When asked, "I feel safe during school", 14% of our overall population disagree or strongly disagree with this	According to Managed Methods, Why School Safety is Important, "A safe school climate can do wonders for student success. In fact, personal safety is linked to improved academic achievement, whereas poor test scores are associated with higher levels of crime, substance abuse, and other school safety issues. In districts with a greater degree of overall hostility — as measured by reports of feeling unsafe — child reading ability tends to suffer" For our English Learners, foster and low income students this is critical for their success. Feeling connected and safe at school leads to higher levels of academic success and better prepares our students for college and career. Working through safety issues at our student senate can create student generated solutions to create safety for all students. Addressing safety	Youth Truth Survey results, California Healthy Kids Survey results, student senate reporting, and, suspension rates

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	statement. This number increases for our language learners to 16% and increases to 14% for our black/African- American students, but decreases to 11% for our white students Suspension rates for our students with special needs and African American are currently higher than other subgroups. We need to continue to work to create a safe environment for all students, while being deliberate to increase the safety of our subgroups. **Scope:** LEA-wide	from a community approach and one's actions are both impactful. To best meet the needs of all learners this action in LEA wide. SEL learning will continue at school sites, this includes Morning Meetings, Second Step, and Base Education used at sites The addition of Wellness Centers to support struggling students. WPSUD will continue to develop PBIS at sites through trainings from PCOE as well as site development of PBIS.	
2.3	**Action:** Youth & Parent Engagement **Need:** Connectiveness to schools allows students to be more engaged, have better attendance, and therefore increase overall academic scores. Currently 33.3% of homeless students are chronically absent, 20.9% of foster students are chronically absent, 21.7% of English learners are chronically absent. This compares to all students in Western Placer that are chronically absent 18.8% of the time. According to baseline Youth Truth data overall 46% of high school students feel connected at school.	According to CDE.gov, "Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and substance use". All families have access to a communication tool called ParentSquare to help facilitate communication. ParentSquare has mobile options for parents with less access to technology, teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish. Additionally, secondary families (grades 6-12) utilize an additional online learning platform	Youth Truth connectiveness, attendance rates

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	In meeting with our ELAC and PAC committees, student voice and representation is an important to families. When students and families are connected with the schools all data points increase and students have better academic outcomes. Youth Truth allows us to survey and disaggregate data to better support struggling learners. Increased survey data will allow us to look at all subgroups to see overall patterns and needs of all students on campus. Youth Truth allows us to disaggregate data to better monitor and support subgroups on the campus. The student senate is an avenue for all subgroups to be a voice in the district and create action plans for their sites, based on their perception of the needs of their campus. **Scope:** LEA-wide	called Schoology to monitor their students' academic progress and communicate regularly with their children's teachers. Recognizing that speaking another language can be a barrier that inhibits parent participation, the district has full-time bilingual Parent/School/Community Liaisons that are predominantly assigned to our schools with high populations of English Learners (and other Spanish-speaking families). They recruit parents of English Learners to serve on our District English Learner Advisory Committee (DELAC); turnout is typically high at our DELAC meetings as a result of these recruitment efforts. The district develops parent information nights based on subjects of high-interest to parents (i.e. - vaping, positive parenting techniques, math nights) and works in collaboration with a variety of community organizations, like the Latino Leadership Council and the Coalition for Auburn and Lincoln Youth (CALY). According to ACSD, for students to learn to think critically and deeply, we have to change the one-directional paradigm of teaching and learning that often prevails in classrooms. Educators should view students not as empty vessels for the transfer of information but as knowledge builders in their own right. We need to share influence in the classroom rather than hoard it. Through these mindset shifts, we can cultivate a pedagogy of student voice. Knowing how to think critically takes practice, and each learning moment that centers	

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		student voice and inquiry creates a training ground for this lifelong skill. In most traditional leadership models only a small portion of the student population gets a voice. Our goal is for students of all backgrounds to be a part of our student senate and senators represent the unique view and cultures from each school site. In this, Youth and Parent Engagement is LEA wide. The goals of the student senate are: 1. Have a Voice: Their and their peers' opinions will be heard and valued in discussions that impact their education. 2. Make a Difference: Their ideas will contribute to decisions that shape the school experience for them and their peers. 3. Learn and Lead: They'll develop essential leadership skills through collaboration and problem-solving. Our Youth Development Master Plan goal is for the school district, schools, and the City of Lincoln to bridge both sides of our community by providing supports and opportunities for our youth, so they become healthy, happy, and thriving adults. The goal is for our community to better provide supports and opportunities for our youth. In the development of Portrait of a Learner, both students and parents were asked what characteristics they would like all students to develop and practice before they graduate from our district.	

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		Finally, our Annual Youth Truth Survey will be administered to collect feedback and gage student, parent, and staff feedback. This survey looks at the whole district in terms of engagement, academics, culture, belonging, relationships, safety, and voice. Through data results we can disaggregate subgroups and work to better to meet the needs of all learners and stakeholders in our district.	
2.4	**Action:** Mental Health Support **Need:** Providing a robust array of mental health services would benefit students in a variety of ways. Mentally healthy students perform better academically. They attend school more regularly, are less likely to use drugs and alcohol, and are more likely to graduate. Our EL and low income youth have less access to services outside the school. The Light House in Lincoln provides supports, but can have students on a waiting list for sixth months or more. Providing these types of services in critical for struggling youth to be successful at school. Providing support for students on campus can increase attendance rates and better connect students to the campus. Currently 33.3% of homeless students are chronically absent, 20.9% of foster students are chronically absent, 21.7% of English learners are chronically absent. This compares to all students in Western Placer that are chronically absent 18.8% of the time.	Data shows that today's students are struggling with an increased volume of mental health issues. In fact, the Center for Mental Health in Schools estimates that between 12% and 22% of school-aged youth have a diagnosable mental health disorder, (www.youth.gov). This data does not even take into account those students who have experienced traumatic events (i.e. - death, divorce, the COVID-19 pandemic) and who might need short-term mental health support. Our parents and staff would agree wholeheartedly with this data, as the request for increased mental health support has been at the top of their list for the past five years. Mental health resources our provided through school counselors, elementary school psychologists, mentors, morning meetings, second step, base education, Wellness Matters, and Wellness Centers. In addition the development of the community schools through PHS will increase supports for our highest need populations.	Attendance Rates, Youth Truth Data

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	Although all students will have access to mental health support services, given the research indicating that mental health services are less accessible for our unduplicated pupil populations, they were considered first when deciding to invest resources in this area. **Scope:** LEA-wide		
2.6	**Action:** Transportation **Need:** We have limited bussing routes and the City of Lincoln provides bussing across town. The City of Lincoln charges students to ride the bus. From parent input this is a hinderance for our lower income families. To offset this cost and provide access for all students Western Placer will offset these cost for these families. From our 2023 dashboard, 20.9% of foster youth are chronically absent, 21.7% of English Learners are chronically absent, 26.4% of socioeconomically disadvantaged students are chronically absent, and 27.1% of students with disabilities are chronically absent. This compares to 18.8% of our students overall. **Scope:** LEA-wide	In order for students to be successful in school they need to be present. To increase access for our most vulnerable populations the district will provide English learners, foster/homeless youth, and low income students transportation at no cost. According to Brookings, "School buses are critical, though underappreciated, components of our school infrastructure. Nationally, over half of the nation's 49.5 million K-12 students use the school bus to get to school each day, at an average cost of about $1,000 per pupil. While people may think of school buses simply as a way to transport students to and from school, this understates their role in U.S. schools and society. School buses facilitate reforms, such as desegregation and district consolidation, and enable students to access better-matched schools than their neighborhood zoned school". With our unique pathways and certain programs only offered at certain cites, this action is LEA wide to increase access LEA wide. Students of high needs will be provided transportation from the	Attendance Rates

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		district or provided free transportation on City of Lincoln bussing paid by the district.	
2.7	**Action:** LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services **Need:** Academic performance for English Language arts is currently at 55.4 points below standard for English Learners, 21.9 , points below standard for socioeconomically disadvantaged, 40.1 points below standard for homeless, and 81.7 points below standard for students with disabilities. In math, English learners score 73.6 points below standard, 51.8 points below standard for socioeconomically disadvantaged, 64.5 points below standard for homeless, and 101.5 points below standard for students with disabilities. **Scope:** LEA-wide	California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 2. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. For 24-25, schools receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For 24-25, the TK-5 allocation was $62.55 per student, and the 6-12	California Dashboard, i-Ready results, and school site SPSA's

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		allocation was $31.27 per student. The total of these two numbers is their annual allocation. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 2. This plan will be developed in partnership with students, staff, and families, and incorporate their feedback, as applicable. (add formula)	
2.8	**Action:** Attendance **Need:** From our 2023 dashboard, 20.9% of foster youth are chronically absent, 21.7% of English Learners are chronically absent, 26.4% of socioeconomically disadvantaged students are chronically absent, and 27.1% of students with disabilities are chronically absent. This compares to 18.8% of our students overall. Though we have made great strides to reduce this number we clearly have more work to do to increase attendance across the district. **Scope:** LEA-wide	Attendance improves when parents believe schools are safe, they trust the teachers and the staff, and they feel connected to the school community, (Attendance Works, 2014). Therefore, in addition to increasing our overall monitoring of student attendance and adjusting our policies and procedures related to absences, WPUSD plans to train our Parent/School/Community Liaisons to more proactively work with families on attendance issues, and we also plan to offer a variety of parent workshops that encourage school attendance. Supporting all students in increasing attendance is important, but it is critical for our unduplicated populations to be present to close the achievement gap. Research indicates that students who are chronically absent in primary grades (TK-2) are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely	Attendance rates and chronic absenteeism

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		than proficient readers to drop out of high school, (Attendance Works, 2014). Additionally, "missing school in the early grades has a more powerful influence on literacy development for low-income students than it does for their more affluent peers," (Ready, D., Sociology of Education, 2010). Since Covid, attendance has been a struggle at multiple sites for many of our subgroups. By increasing attendance LEA wide, we will increase access for all students to grade level learning preparing them to be college and career ready. School sites will develop attendance plans to support struggling students increase their attendance. The use of the SART and SARB process as needed to connect students to resources. Positive incentives and increased connectiveness to school sites to increase overall rates. Last public outreach at the TK/K level to the importance of regular attendance.	
2.9	**Action:** Student Behavior Supports **Need:** For our 2023 dashboard, foster youth had a suspension rate of 1.9%, homeless at 3.5%, socioeconomically disadvantaged at 4.3%, students with disabilities 5.6%, and English learners at 2.1%. Overall students in Western Placer where suspended at a rate of 2.8%, compared to 3.5% for the state of California. These numbers are down considerably from the previous years dashboard, we feel	Student behavior directly impacts students' academic performance. Research shows that students with 2 to 4 disciplinary referrals were 2.4 times more likely to score below proficient in English; students with 5 or more disciplinary referrals were 4.6 time more likely to score below proficient in English. In math, the results were even more dire. Only 29.7% of students who received one or more discipline referrals scored proficient in math compared to 70.3% of those who never received a discipline referral. When a student's disciplinary consequences take the form of in-school or out-of-school suspension, the risk of scoring below proficiency increases and	Suspension data, PBIS data

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	continued support in this area will continue to help all subgroups. **Scope:** LEA-wide	proficiency gaps widen, (Wisman & Hammer, West Virginia Board of Education, 2015). The impacts to our community can be great, too. Research also shows that students who are suspended or expelled are more likely to repeat a grade, drop out of school, and become involved in the juvenile justice system. Studies have shown this can result in decreased earning potential and added costs to society, such as incarceration and lost tax revenue, (U.S. Government Accountability Office: Report to Congressional Requestors, March 2018). This has reinforced the need to focus on reestablishing and reteaching student expectations for behavior (PBIS) and on improving overall school climates. Using SEL curriculum to support behavioral changes. This behavior data has also highlighted the need for additional campus supervision and the implementation of other student safety measures. In addition, we have updated our discipline guidelines to better support learning in our behavior management.	
2.10	**Action:** Wellness Centers **Need:** Our unduplicated families have less opportunity to access mental health supports. In Lincoln, Light House provides free services, but have a long waiting list. Families can wait six months to a better part of year to get access to services. The wellness centers provide immediate access for families.	According to Education Trust, "Students who have access to high-quality, holistic mental health supports in schools are not only healthier physically, but are also more likely to graduate from high school and successfully complete postsecondary education. Furthermore, the need for high-quality mental health supports in schools is particularly significant for underserved students, including students of color, who often face a unique and challenging set	Attendance rates, moving forward usage and referral data

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	Students who can have their needs met immediately have a better chance to resolve the issue and therefore be learning in class. Students who are struggling mentally have an increase chance of behavior, suspensions, and lower attendance rates. For our 2023 dashboard, foster youth had a suspension rate of 1.9%, homeless at 3.5%, socioeconomically disadvantaged at 4.3%, students with disabilities 5.6%, and English learners at 2.1%. Overall students in Western Placer where suspended at a rate of 2.8%, compared to 3.5% for the state of California. By supporting struggling students we can keep students in school and decrease behavior incidents. From our 2023 dashboard, 20.9% of foster youth are chronically absent, 21.7% of English Learners are chronically absent, 26.4% of socioeconomically disadvantaged students are chronically absent, and 27.1% of students with disabilities are chronically absent. This compares to 18.8% of our students overall. Wellness centers can support struggling students and decrease behaviors, while increasing attendance. **Scope:** Schoolwide	of external social and economic factors. According to a 2019 report from the Office of Minority Health, suicide was the second-leading cause of death for African Americans aged 15 to 24, and Black girls in high school were 60% more likely to attempt suicide than their White peers. Behind these numbers are real kids. Millions of students across the country, especially students of color, students from low-income backgrounds, and students with disabilities, lack access to critical school-based mental health services". Each center has a mental health specialist and a liaison that provide mental health supports and access to county resources for students of need. This includes food, clothing, shoes, mental health services, family support, forms/county supports. Spanish speaking - home visits	

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.

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1.10	**Action:** English Learner Support **Need:** 46.8% of English Learner students made progress in the 2022 - 2023 school year according to ELPAC results. This is a 2.7% drop from the previous school year. 59.93% of Reclassified Fluent English Proficient (RFEP) students score proficient or advance on ELA testing. All students together score 56.73% on ELA. Redesignating students is a key to improved test results for students. **Scope:** Limited to Unduplicated Student Group(s)	To accomplish this goal, our district's English learner support team concentrates its work in three distinct areas to strengthen our Integrated and Designated ELD: staff effectiveness in meeting the needs of English learners (professional development), case management and progress monitoring of struggling English learners, and ELPAC test preparation. Our professional development for teachers includes a focus on designated and integrated ELD instruction, the intentional use of language objectives, academic vocabulary development, developing cultural competency, and incorporating instructional strategies that support English language acquisition in all core subjects (i.e. - GLAD, AVID). In the next three years, we will strengthen our supports for newcomers, work with school sites to ensure our English learners feel welcomed and affirmed, develop an Individualized Learning Plan for struggling English learners (as part of our district-wide MTSS system), and enhance academic outreach to families by better utilizing our parent liaisons.	California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, iReady, Istation, ELPAC.
1.11	**Action:** Homeless/Foster Youth Support **Need:**	According to EdSource, State data and recent studies show that students experiencing homelessness and those in the foster care system are significantly more likely to be chronically absent from school, be suspended, have lower	Attendance rates, CAASPP ELA and Math scores, graduation rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In a variety of categories, from academics to attendance, our district data indicates that our homeless/foster youth populations need considerably more support. 33.3% of our homeless students are chronically absent and 20.9% of our foster students are chronically absent. In language arts, homeless students scored 40.1 points below standard. In math, homeless students scored 64.5 points below standard. Only 56.5% of homeless students graduated last school year. **Scope:** Limited to Unduplicated Student Group(s)	grades, experience higher school instability, or drop out of school. To ensure our homeless students and foster youth are able to be placed in educational settings that are in their best interest, we uses state LCFF Supplemental funds and/or federal funds to provide transportation for homeless students, as needed. Our academic counseling teams guarantee our homeless students and foster youth have access to the academic programs that best serve their needs. Students are placed in educational programs based on a variety of factors: educational stability, least restrictive setting, access to resources/services, and access to extracurricular/enrichment activities, to name a few. Our Homeless Youth Coordinator participates in the Placer County Homeless Network (PCHN), a county-wide consortium that coordinates resources for homeless students and provides professional development to the region's homeless liaisons. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to be academically successful. Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing afterschool tutoring.	
2.5	**Action:** Homeless/Foster Youth Support	Research shows children experiencing homelessness are twice as likely as their peers to get sick, have a learning disability and go hungry,	California Dashboard results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: When looking at chronic absenteeism, 33.3% of homeless youth are chronically absent and 20.9% of foster youth are chronically absent. Our homeless population currently graduate at a rate of 56.5%. Homeless students score 40.1 points below zero in English Language arts and 64.5 points below zero in mathematics. **Scope:** Limited to Unduplicated Student Group(s)	and three times as likely to suffer emotional and behavioral problems. They're also more likely to drop out of school, repeat a grade and not graduate from high school. In addition to the trauma of homelessness, many of these children have experienced other difficult life events such as abuse, neglect, domestic violence, extreme poverty, or exposure to a family member with addiction or mental health problems. As a result, these children often need a variety of supports to help them succeed in school. Our homeless/foster youth coordinator works closely with Placer County Office of Education (PCOE) to track and monitor our homeless students and our foster youth. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to be actively engaged in school and in their communities. Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing mental health support. Our homeless/foster youth coordinator, in coordination with site administration and our mental health support providers, guarantees these students access to the social-emotional supports that best serve their needs	

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.

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.

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	86,230,680	5,601,191	6.496%	0.000%	6.496%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$84,847,499.00	$7,308,995.00	$0.00	$1,437,478.00	$93,593,972.00	$81,376,097.00	$12,217,875.00

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	Highly Qualified Administrators, Teachers, and Instructional Support Staff	All	No			All Schools TK - 12		$62,544,264.00	$30,733.00	$62,412,866.00			$162,131.00	$62,574,997.00	
1	1.2	Staff Effectiveness in Supporting Students Academic Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	Ongoing	$430,662.00	$1,031,577.00	$1,141,158.00			$321,081.00	$1,462,239.00	
1	1.3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	All	No			All Schools TK-12		$2,336,224.00	$2,154,959.00	$1,716,398.00	$2,712,622.00		$62,163.00	$4,491,183.00	
1	1.4	Dual Language Immersion Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Creekside Oaks Elementary School TK - 4th		$1,629,752.00	$225,721.00	$1,817,061.00	$38,412.00	$0.00	$0.00	$1,855,473.00	
1	1.5	Academic Support Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Carlin Coppin, Creekside Oaks, First Street, Foskett Ranch, Glen Edwards, Lincoln Crossing, Lincoln High School, Twelve Bridges		$709,356.00	$469,587.00	$1,178,943.00				$1,178,943.00	

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
							Middle, and Twelve Bridges High School TK-12									
1	1.6	Career Technical Education (CTE)	All	No			Specific Schools: Lincoln High School and Twelve Bridges High School 9-12		$1,623,415.00	$68,888.00	$1,532,095.00	$104,974.00		$55,234.00	$1,692,303.00	
1	1.7	Instructional Technology	All	No			All Schools TK - 12		$1,476,133.00	$2,039,340.00	$3,515,473.00				$3,515,473.00	
1	1.8	Assessing & Monitoring Student Progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th		$697,092.00	$598,341.00	$1,132,888.00	$83,708.00		$78,837.00	$1,295,433.00	
1	1.9	Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th		$1,860,503.00	$1,314,385.00	$1,620,376.00	$1,149,009.00		$405,503.00	$3,174,888.00	
1	1.10	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK - 12th		$482,393.00	$400,724.00	$717,213.00			$165,904.00	$883,117.00	
1	1.11	Homeless/Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK - 12th		$64,186.00	$0.00	$64,186.00				$64,186.00	
1	1.12	Additional Academic Counseling Support	PHS Students	No			Specific Schools: Phoenix High School		$95,619.00	$0.00				$95,619.00	$95,619.00	

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
							9 - 12									
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$195,519.00	$169,114.00	$364,633.00				$364,633.00	
1	1.14	Early Childhood Literacy	All Students with Disabilities Struggling students, English learners, foster youth, and low income	No			Specific Schools: Carlin Coppin, Creekside Oaks, First Street, Foskett Ranch, Scott Leaman, Lincoln Crossing, Sheridan, Twelve Bridges Elementary TK - 2nd		$113,563.00	$17,460.00		$131,023.00			$131,023.00	
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$251,892.00	$396,533.00	$569,588.00			$78,837.00	$648,425.00	
2	2.2	School Safety	All	No			All Schools TK - 12		$6,086,559.00	$1,744,314.00	$4,802,149.00	$3,028,724.00			$7,830,873.00	
2	2.3	Youth & Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$359,867.00	$483,865.00	$836,563.00			$7,169.00	$843,732.00	
2	2.4	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$269,571.00	$153,912.00	$362,960.00	$60,523.00			$423,483.00	
2	2.5	Homeless/Foster Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools TK - 12		$29,799.00	$0.00	$29,799.00				$29,799.00	

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	2.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$0.00	$169,461.00	$164,461.00			$5,000.00	$169,461.00	
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$0.00	$364,633.00	$364,633.00				$364,633.00	
2	2.8	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$76,204.00	$176,664.00	$252,868.00				$252,868.00	
2	2.9	Student Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$43,524.00	$176,664.00	$220,188.00				$220,188.00	
2	2.10	Wellness Centers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln High School, Glen Edwards Middle School, and Twelve Bridges High School 6-12		$0.00	$31,000.00	$31,000.00				$31,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
86,230,680	5,601,191	6.496%	0.000%	6.496%	$10,868,518.00	0.000%	12.604 %	**Total:**	$10,868,518.00
								LEA-wide Total:	$10,026,320.00
								Limited Total:	$811,198.00
								Schoolwide Total:	$31,000.00

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 (%)
1	1.2	Staff Effectiveness in Supporting Students Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	$1,141,158.00	
1	1.4	Dual Language Immersion Program	Yes	LEA-wide	English Learners Low Income	Specific Schools: Creekside Oaks Elementary School TK - 4th	$1,817,061.00	
1	1.5	Academic Support Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Carlin Coppin, Creekside Oaks, First Street, Foskett Ranch, Glen Edwards, Lincoln Crossing, Lincoln High School, Twelve Bridges Middle, and Twelve Bridges High School TK-12	$1,178,943.00	

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	1.8	Assessing & Monitoring Student Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	$1,132,888.00	
1	1.9	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	$1,620,376.00	
1	1.10	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK - 12th	$717,213.00	
1	1.11	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK - 12th	$64,186.00	
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$364,633.00	
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$569,588.00	
2	2.3	Youth & Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$836,563.00	
2	2.4	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$362,960.00	
2	2.5	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools TK - 12	$29,799.00	
2	2.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$164,461.00	
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$364,633.00	
2	2.8	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$252,868.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Student Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$220,188.00	
2	2.10	Wellness Centers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln High School, Glen Edwards Middle School, and Twelve Bridges High School 6-12	$31,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$80,660,086.00	$88,533,470.00

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	Highly Qualified Administrators, Teachers, and Instructional Support Staff	No	$53,084,161.00	$59,860,712
1	1.2	Staff Effectiveness in Supporting Students' Academic Success	Yes	$1,296,385.00	$574,866
1	1.3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	No	$3,503,310.00	$3,864,507
1	1.4	Dual Language Immersion Program	Yes	$769,624.00	$632,102
1	1.5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	Yes	$1,103,995.00	$780,099
1	1.6	Career Technical Education (CTE)	No	$1,745,496.00	$2,018,382
1	1.7	Instructional Technology	No	$2,774,590.00	$2,312,867
1	1.8	Assessing & Monitoring Student Progress	Yes	$1,480,834.00	$1,273,782
1	1.9	Academic Interventions	Yes	$3,469,276.00	$3,404,142
1	1.10	English Learner Support	Yes	$786,977.00	$491,995
1	1.11	Homeless and Foster Support	Yes	$61,631.00	$57,086

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	Additional Academic Counseling Support	No	$95,619.00	$95,619
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$364,633.00	$496,259
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	$559,146.00	$281,032
2	2.2	School Safety	No	$7,077,715.00	$10,526,689
2	2.3	Youth & Parent Engagement	Yes	$680,501.00	$405,837
2	2.4	Mental Health Support	Yes	$968,044.00	$1,017,922
2	2.5	Homeless/Foster Youth Support	Yes	$28,399.00	$24,921
2	2.6	Transportation	Yes	$61,000.00	$163,136
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$364,633.00	$135,501
2	2.8	Attendance	Yes	$209,864.00	$77,947
2	2.9	Student Discipline	Yes	$174,253.00	$38,067

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)
5,451,811	$8,071,512.00	$5,785,489.00	$2,286,023.00	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	1.2	Staff Effectiveness in Supporting Students' Academic Success	Yes	$975,454.00	$289,212		
1	1.4	Dual Language Immersion Program	Yes	$720,567.00	$593,690		
1	1.5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	Yes	$1,103,995.00	$780,099		
1	1.8	Assessing & Monitoring Student Progress	Yes	$707,461.00	$624,545		
1	1.9	Academic Interventions	Yes	$1,267,400.00	$1,271,262		
1	1.10	English Learner Support	Yes	$623,057.00	$331,454		
1	1.11	Homeless and Foster Support	Yes	$61,631.00	$57,086		
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$364,633.00	$496,257		
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	$479,794.00	$209,996		
2	2.3	Youth & Parent Engagement	Yes	$673,332.00	$398,668		
2	2.4	Mental Health Support	Yes	$261,039.00	$298,648		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Homeless/Foster Youth Support	Yes	$28,399.00	$24,921		
2	2.6	Transportation	Yes	$56,000.00	$158,136		
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$364,633.00	$135,501		
2	2.8	Attendance	Yes	$209,864.00	$77,947		
2	2.9	Student Discipline	Yes	$174,253.00	$38,067		

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)
83,714,817	5,451,811	0.00	6.512%	$5,785,489.00	0.000%	6.911%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

    o   Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

  o 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)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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