

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Union School District

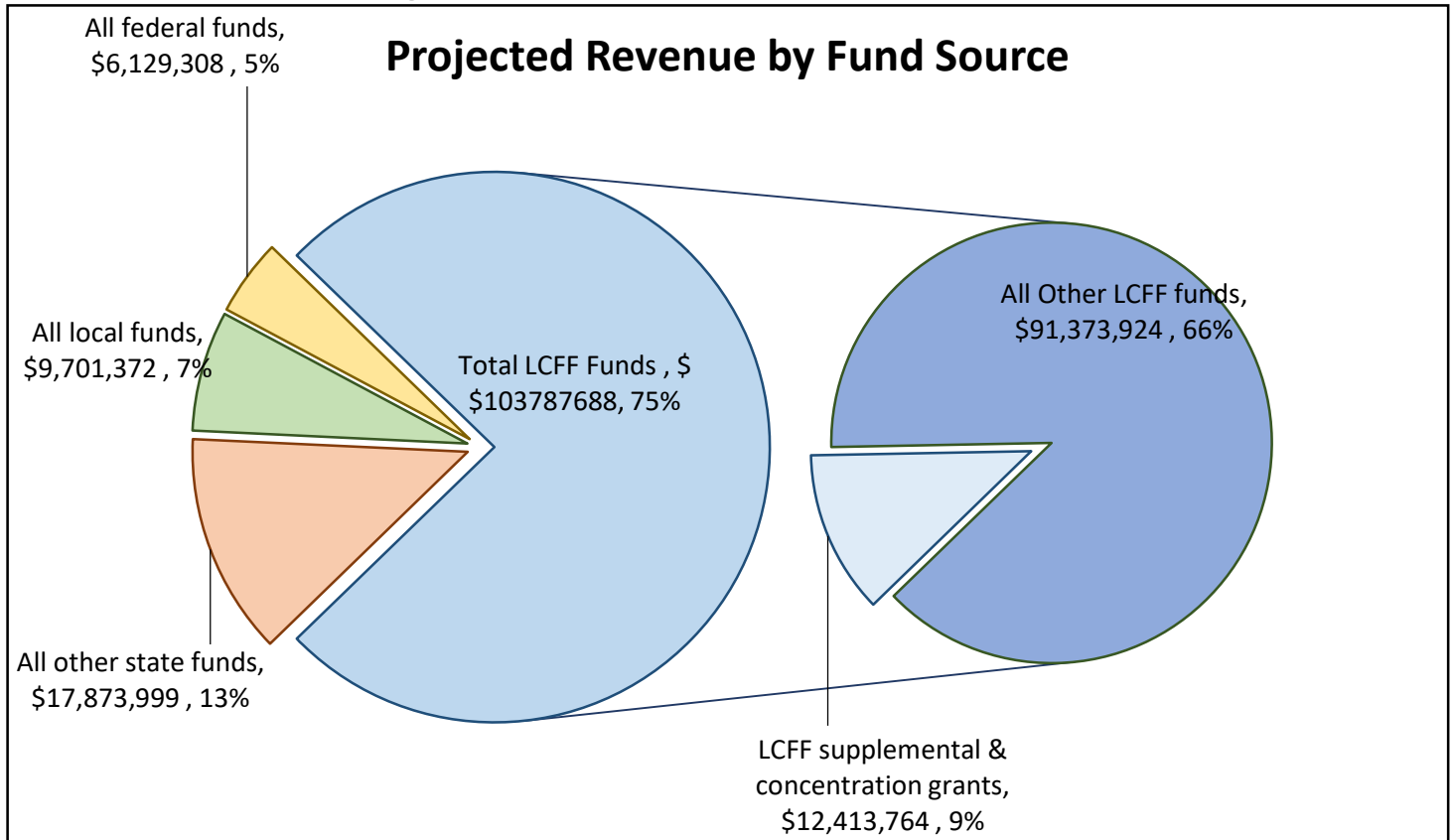
CDS Code: 19-65102

School Year: 2024-25

LEA contact information: Jake Briggs Ed.D. 661-722-0716 x75512j.briggs@westside.k12.ca.us

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

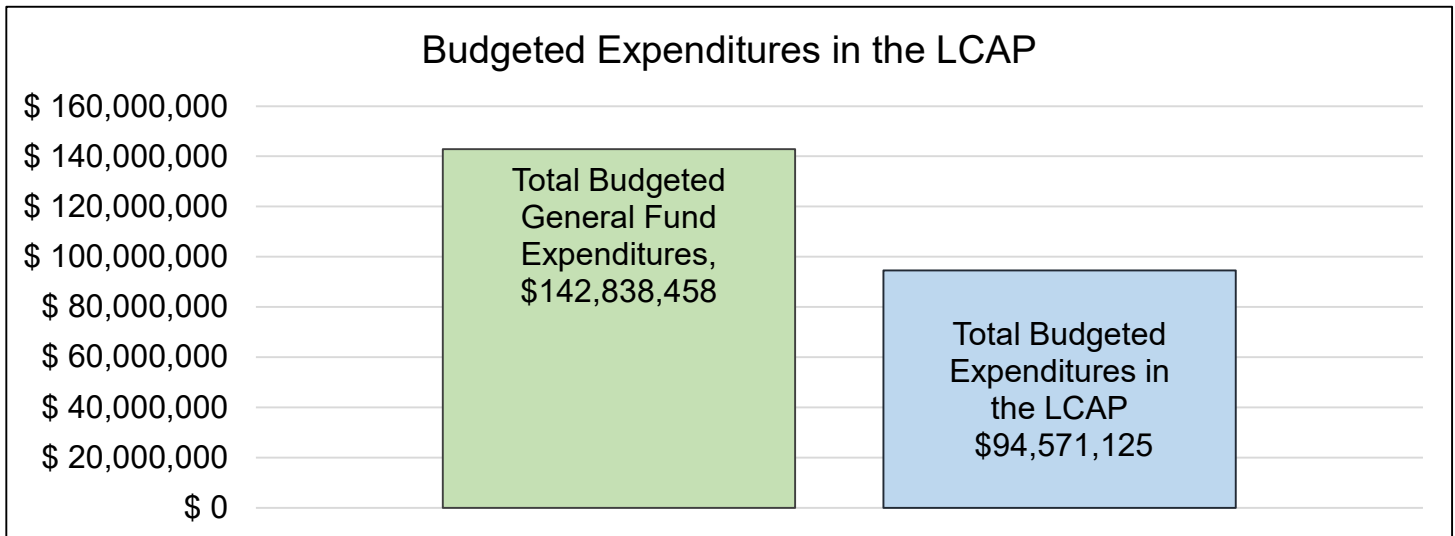


This chart shows the total general purpose revenue Westside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westside Union School District is \$137,492,367.00, of which \$103,787,688.00 is Local Control Funding Formula (LCFF), \$17,873,999.00 is other state funds, \$9,701,372.00 is local funds, and \$6,129,308.00 is federal funds. Of the \$103,787,688.00 in LCFF Funds, \$12,413,764.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Westside Union 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: Westside Union School District plans to spend \$142,838,458.00 for the 2024-25 school year. Of that amount, \$94,571,124.58 is tied to actions/services in the LCAP and \$48,267,333.42 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

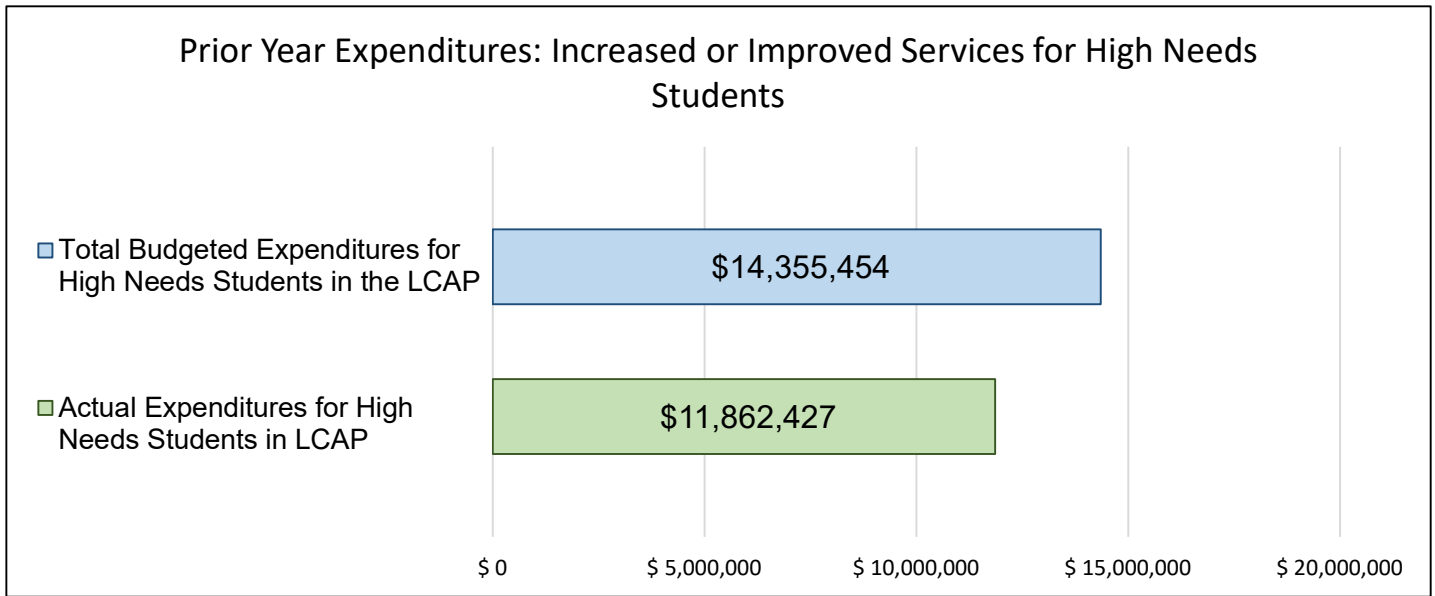
The budgeted expenditures not included in the Local Control Accountability Plan (LCAP) will be used for the following general operating and basic services: materials and supplies to operate all basic functions of district departments that support site-based needs; all contracted services for both Special Education

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

In 2024-25, Westside Union School District is projecting it will receive \$12,413,764.00 based on the enrollment of foster youth, English learner, and low-income students. Westside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Westside Union School District plans to spend \$15,171,825.68 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



This chart compares what Westside Union 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 Westside Union 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, Westside Union School District's LCAP budgeted \$14,355,454.00 for planned actions to increase or improve services for high needs students. Westside Union School District actually spent \$11,862,427.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$2,493,027.00 had the following impact on Westside Union School District's ability to increase or improve services for high needs students:

The impact on actions from the difference of funds spent included a reduction in staffing that was planned to address Social Emotional needs of the students. Additionally, the District used other one time funds to cover the technology and connectivity for students at home; therefore, this resulted in carryover funds even though the action was fully implemented. Overall, the majority of actions were implemented and

# 2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westside Union Elementary	Kristin Gellinck-Frye Director of Special Programs	k.gellinck-frye@westside.k12.ca.us 661-722-0716

## Goals and Actions

### Goal

Goal #	Description
1	Education for Life and Work: Ensure that all students are equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills to be successful in a global society.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
School Facilities	100% of schools maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool	100% of schools maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool	100% of schools maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool	100% of schools maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool in 2023-2024	All schools will annually maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool
Teacher Credentialing	According to CAL-SASS 19-20 data, there were 9 total misassignments of which 8 were EL. Additionally, of 419 teachers, 364 were fully credentialed and 55 were intern or pre-intern for the 19-20 school year. In 20-	According to CAL-SASS 20-21 data, there were 11 total misassignments of which 4 were EL. Additionally, of 406 teachers, 365 were fully credentialed and 41 were intern or pre-intern for the 20-21 school year.	According to CAL-SASS 21-22 data, there were 8 total misassignments of which 3 were EL. Additionally, of 406 teachers, 364 were fully credentialed and 42 were intern or pre-intern for the 21-22 school year.	According to CAL-SASS 22-23 data, there were a total of 8 misassignments. 2 of the misassignments were a single period in middle school. 4 of the misassignments were EL. Additionally, of the 407 teachers in district, 353 are	0 teacher misassignments.

	21, of the 405 total teachers, 335 were fully credentialed and 70 were intern or pre-intern. CAL-SASS reporting for 20-21 misassignments is not available at this time.			fully credentialed with 54 intern or pre-intern for the 2023-2024 school year.	
Academic Content & Performance Standards	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.	In the 2023-2024 school year, 100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are standards based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.
Instructional Materials	100% of students will have standards aligned materials as evidenced in the 2020-21 district resource management system.	100% of students have standards aligned materials as evidenced in the 2021-22 district resource management system.	100% of students have standards aligned materials as evidenced in the 22-23 district resource management system.	100% of students have standards aligned materials as evidenced in the 23-24 district resource management system.	100% of students will have standards aligned materials as evidenced in the 2020-21 district resource management system.
Broad Course of Study Elementary K-6	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2021 Powerschool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2021 Powerschool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2022 Powerschool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2023 Powerschool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2020-21 Powerschool course enrollment and master schedules.

Broad Course of Study Middle School 7-8	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2022 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2023 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules.
CAASPP Results ELA	Of the 6,403 students tested in grades 3-8 in the 2018-2019 school year, 49% were proficient on the ELA portion of the CAASPP	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	Of the 5,993 students tested in grades 3-8 in the 2021-22 school year, 44% were proficient on the ELA portion of CAASPP.	Of the 6,028 students tested in grades 3-8 in the 2022-23 school year, 45.6% were proficient on the ELA portion of CAASPP.	To increase the percent proficiency rate on the annual CAASPP ELA in grades 3rd through 8th grade to 53%
CAASPP Results MATH	Of the 6,394 students tested in grades 3-8 in the 2018-2019 school year, 34% were proficient on the MATH portion of the CAASPP	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	Of the 5,993 students tested in grades 3-8 in the 2021-22 school year, 28% were proficient on the MATH portion of CAASPP.	Of the 6,020 students tested in grades 3-8 in the 2022-23 school year, 30% were proficient on the MATH portion of CAASPP.	To increase percent proficient on the annual CAASPP math assessment in grades 3rd to 8th to 39% proficient.
NWEA Measures of Academic Progress (MAP) Student Growth Reading	Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in December 2020. Baseline Median Conditional Growth Percentiles are as follows: 2nd, 38; 3rd, 29; 4th, 38; 5th, 33; 6th, 33; 7th, 25; 8th, 30	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of 2022 is as follows: 2nd, 68; 3rd, 49; 4th, 56; 5th, 49; 6th, 52; 7th, 46; 8th, 45.	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth percentile from Fall of 2022 to Spring of 2023 is as follows: 2nd, 74; 3rd, 54; 4th, 51; 5th, 51; 6th, 46; 7th, 44; 8th, 46.	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth percentile from Fall of 2023 to Winter of 2024 is as follows: 2nd, 57; 3rd, 55; 4th, 51; 5th, 50; 6th, 61; 7th, 50; 8th, 54.	Students grades 2-8 will demonstrate ELA academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 45% or above.

NWEA Measures of Academic Progress (MAP) Student Growth MATH	Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in December 2020. Baseline Median Conditional Growth Percentiles for MATH are as follows: 2nd, 33; 3rd, 34; 4th, 38; 5th, 36; 6th, 35; 7th, 38; 8th, 29	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of 2022 is as follows: 2nd, 70; 3rd, 51; 4th, 47; 5th, 49; 6th, 57; 7th, 38; 8th, 45.	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth percentile from Fall of 2022 to Spring of 202 is as follows: 2nd, 69; 3rd, 48; 4th, 43; 5th, 57; 6th, 52; 7th, 41; 8th, 48.	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth percentile from Fall of 2023 to Winter of 2024 is as follows: 2nd, 54; 3rd, 67; 4th, 61; 5th, 50; 6th, 65; 7th, 52; 8th, 63.	Students grades 2-8 will demonstrate MATH academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 45% or above.
NWEA MAP Reading Fluency Foundational Skills K-1	Winter of 2019 was the last in-person MAP Reading Fluency assessment and will serve as the most appropriate baseline as this assessment was administered remotely in Winter 2020. Baseline percentage of students meeting expectation are as follows. Phonological Awareness: K, 38; 1st, 63 Phonics/Word Recognition: K, 40; 1st, 58 Listening Comprehension: K, 59; 1st 75 Picture Vocabulary: K, 74; 1st, 82 16% of 1st grade students received Oral Reading Scores	Phonological Awareness: K, 59; 1st, 71% approaching Phonics/Word Recognition: K, 65; 1st, 67% approaching Listening Comprehension: K, 77; 1st 76 Picture Vocabulary: K, 82; 1st, 83 36.5% of 1st grade students received Oral Reading Scores	Phonological Awareness: K, 65% meets; 1st, 61% approaching Phonics/Word Recognition: K, 72% meets; 1st, 67% approaching Listening Comprehension: K, 76% meets; 1st, 67% meets Picture Vocabulary: K, 83% meets; 1st, 77% meets 34% of 1st grade students received Oral Reading Scores	2023-2024 school year Phonological Awareness: K, 69% meets; 1st, 15% approaching Phonics/Word Recognition: K, 61% meets; 1st, 18% approaching Listening Comprehension: K, 29% meets; 1st, 65% meets Picture Vocabulary: K, 24% meets; 1st, 70% meets 16% of 1st grade students received Oral Reading Scores	75 percent of all K-1 students will meet expectations on the NWEA MAP Reading Fluency Foundational Skills assessment
NWEA Measures of Academic Progress (MAP) Student Growth Reading K-1	Spring of 2018-2019 was the last in-person MAP assessment for all K-1 students and will serve as the most appropriate baseline as MAP was	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2022 to Spring of	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2023 to Winter of 2024, for 1st grade is at the	NWEA MAP Spring mean normed percentile ranking at or above the 50th percentile for kinder and 60th percentile for 1st grade.

	administered remotely during the 2020-21 school year. NWEA MAP Spring 2018-19 mean normed percentile ranking was as follows: Kinder, 44th; 1st, 55th	2022 for 1st grade is at the 68th percentile*. *From Fall of 2021 to Spring of 2022, Kindergarten students participated in the NWEA Reading Fluency assessments.	2023, for 1st grade is at the 72nd percentile. *Kindergarten students participated in the NWEA Reading Fluency assessments.	59th percentile. *Kindergarten students participated in the NWEA Reading Fluency assessments.	
CAST Results Science	Of the 1,982 students tested in grades 5 and 8 in th 2021-22 school year, 30% of 5th graders and 24% of 8th graders met or exceeded the standard in science.			Of the 2,025 students tested in grades 5 and 8 in the 2022-2023 school year, 31.71% of 5th graders and 25.39% of 8th graders met or exceeded the standard in science.	To increase the percent of students meeting or exceeding the standard on the CAST to 35% in 5th grade and 29% in 8th grade.

## Goal Analysis

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

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

The District was able to fully implement all actions and services in Goal 1. The implementation of these actions is summarized by item.

#### Action 1: Kinder Camp

Due to the expansion of the Transitional Kindergarten program, Kinder Camp was reduced to one day for the 2023-2024 school year. Students were invited to practice school routines and transitions without other students on campus. The program provided an opportunity for students new to a school environment to participate with lower levels of anxiety, which is sometimes attributed to a new environment and situation. Students were assessed on basic fundamental skills such as the ability to hold a pencil and/or scissors. Students practiced play routines on campus and were introduced to members of the staff.

#### Action 2: Reading and Math Intervention from Kindergarten through 8th Grade

Over the past three years, the District has placed a priority focus on early learning in grades TK through second grade. To date, approximately 200 teachers, administrators, and educational services directors have completed the Online Elementary Reading Academy training hosted by CORE Learning. Each participant completed seven facilitated modules which included critical components of reading instruction, an introduction to dyslexia as well as fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for all learners. Currently 50 more participants are scheduled to complete the program in the 2024 summer course.

All lower elementary teachers received Decoding Power curriculum kits and headphones for reading assessments to conduct the MAP Reading Fluency assessment system including skills checklists, diagnostics, and dyslexia screening. The addition of teachers at these grade levels provided smaller learning environments where students received targeted intervention based on frequent formative assessments.

This year, due to the historically lagging math proficiency rates across the District, an intensive focus was placed on math instruction and intervention.



Supplemental curriculum and manipulatives were purchased for all classroom teachers. A comprehensive two day math training program was led by site administration for all teachers.

#### Action 3: Extended Learning Beyond the School Day

Westside Union added extended learning time beyond the school day to provide systematic and explicit phonics instruction to our most struggling readers in grades kindergarten through third grade. Over the last three years, roughly 2,000 students have participated in one or more intensive 7 week cycles of reading intervention three days a week for forty-five minutes each day after school.

#### Action 4 and 14: Staffing Teachers Administrators, Office Staff, and Librarians

The Westside Union School District Board of Trustees continues to prioritize teachers and staff as our most valuable resource for students and families. During the 2023-2024 school year the District has taken several steps to recruit and retain teachers. One significant improvement was the increase for classified salaries by 6% in the 2023-2024 school year. This, in combination with lower class size averages across the District for most grade levels make working in Westside more desirable for potential employees. Teachers and administrators continue to see increased levels of support through added counselors, psychologists, health services and office staff. In 2023-2024, the District partnered with multiple universities to hire several intern counselors. This helps those prospective counselors gain real-life experience while also giving our sites access to additional direct services to students. The District always looks for grant opportunities for things like tuition reimbursement for new teachers and specifically has contract language to help our classified staff apply for District grants when taking courses to further their knowledge. The District also participates in programs such as the Classified Summer Assistance Program, allowing many of our part time classified staff to earn extra money for the summer through a state program we partner with. Our Human Resources Department hosts regular job fairs and markets job opportunities at District events, during advisory meetings, through social media, and through partnership with local universities. The Human Resources department has attended numerous job fairs in and out of state as well as visited local university programs to share benefits of joining the profession.

#### Action 5: Instructional Materials

All staff and students have full access to standards aligned instructional materials and digital resources. The District also provides student devices to any student in need. Presently, over 4,000 students have checked out devices to use at home which is an increase from 2,800 last school year.

#### Action 6 and 8: Professional Development & Curriculum and Instruction Staff

Curriculum and Instruction staff provide broad support services and professional development to all teachers and instructional assistants. This year's professional development included but was not limited to the following: instructional materials training, classroom management, standards-based instruction, standards-based grading, data teams, reading intervention, data management, assessment delivery, assessment design, technology, and social emotional learning. Due to the lack of district substitutes, a great deal of professional support was provided in small groups or 1 to 1 during prep times and after school. While this method of support is not typically cost effective, teachers have shared that the individualized support provided better "just-in-time" support that was particularly impactful.

#### Action 7: Parent Workshops Supporting Standards Aligned Curriculum

Sites continue to locally host STEM nights, math nights, literacy workshops, parent universities, etc. With the implementation of a supplemental math curriculum, the District hosted several parent nights to assist parents with the following: 1) Learn how the curriculum provides greater student access to grade level content standards 2) Experience the lesson design from the lens of a student 3) Access parent resources within the curriculum and 4) Learn how to better leverage student materials in supporting math literacy at home. Feedback from participants was so positive the District hosted additional sessions.

#### Action 9: Clean and Safe Schools

The Westside Union School District Maintenance and Operations Department continues to work hard for the students and staff of the District. Safe and clean schools continue to be a significant focus. Sundown Elementary was painted during the summer of 2023. Several office spaces at the District office complex were remodeled and reconfigured to make the space more accommodating. Pour and play fall zone was added to the playgrounds at Esperanza in both the kindergarten and large play areas. In addition, the District completed parking lot and asphalt repairs at Sundown Elementary. This included two coats of slurry

in all asphalt areas.

The Maintenance and Operations Department was instrumental in supporting our Technology Department in the replacement of all interactive whiteboards with ViewSonic systems. In addition, the department staff were involved with the mounting of these updated systems.

The District grounds team focuses on one site a day to maintain the grass, trees, bushes, and weeds. As necessary, they complete field renovations to focus on uneven spaces during the summer months. Ground crews have removed several trees this past year due to safety reasons.

District key card door locks were at the end of life in the spring of 2022. The District secured a new contract with a different company in July of 2022 to replace all the door locks and make sure they were tied into the school wide lockdown system. Therefore, sites will be able to lock all of their doors quickly in the event of an emergency.

Over the past 10 months all District cameras were replaced. The new cameras are much easier to use and provide greater coverage to all site properties.

#### Action 10: Standards Based Instruction, Assessment and Collaboration to Support District Initiatives

Site administrators support and ensure rigorous standards based instruction and assessment in a variety of ways such as class walkthroughs, pre-observations conferences, and formal observations. When conducting class visits and conferences, administrators are looking for evidence that the content presented in lessons appropriately aligns with the grade level standards. Site administrators continue to provide collaborative time for teachers during staff meetings, coordinated prep times, release time, and paid extra duty outside of contractual work time. These professional learning communities are designed to build teacher fluency by deconstructing standards, aligning assessments, analyzing student work, and evaluating present achievement levels.

#### Action 11: Identification of System Gaps as Barriers to Student Learning

Over the course of the 2023-2024 school year, Esperanza, Gregg Anderson, Sundown, and Leona Valley participated in the Western Association of School Colleges (WASC) self-reflection study which provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue. In conjunction with a visiting committee, each site evaluates the following: clarification of the school's purpose and the schoolwide learner outcomes, assessment of the student program and its impact on student learning with respect to the ACS WASC criteria, development of a schoolwide action plan that addresses identified areas for improvement, and building a professional culture to support the schoolwide action plan.

#### Action 12: Parent Training for Advisory Committees

The District trains the administrators on required items and procedures for implementing advisory committees, which are shared with the site committees. The District trains and reviews the purpose of the advisory committees; thus, building the capacity of parents to be fully engaged in program development.

#### Action 13: Implementing Systems of Support Schoolwide

District office staff in curriculum and instruction, special programs, student support services, fiscal services, and human resources facilitate collaborative work sessions with all site leadership including principals, vice principals, counselors, and school psychologists. These work sessions average two to three hours each month and are largely spent conducting needs assessments and identifying best practices to address skills gaps, barriers to learning, and implementing purposeful systems of support.

#### Action 15: Universal Pre-Kindergarten

As part of the implementation of the Universal Pre-Kindergarten Program, the District continues with the expanding transitional kindergarten program across the District. This essential opportunity allows for students to complete a full year of school prior to kindergarten. At this time, there are close to 400 transitional kindergarten students attending.

#### Action 16: Extended Learning Opportunity Program

The District has partnered with Antelope Valley Boys and Girls Club to host our Expanded Learning Opportunities Programs from immediately after school (approximately 2:00 pm) to 5:30 pm daily, Monday through Friday at all elementary sites. Anaverde, Cottonwood, Del Sur, Esperanza, Gregg Anderson, Quartz Hill, Rancho Vista, Sundown, and Valley View were fully operational beginning the first day of school. Leona Valley, due to the small size of the campus (less than a hundred total students enrolled) was opened in the spring of 2024. Approximately 1,600 students across the District participate in the program. In addition to the services the Antelope Valley Boys and Girls Club offers, the District contracts credentialed teachers at extra duty rates to provide greater enrichment and academic opportunities after school which have included, band, choir, art, dance, STEM, athletics, screenwriting, and much more. Due to the popularity of the program and stakeholder feedback, the program will expand to include comprehensive middle school sites, Joe Walker and Hillview Middle Schools in the 2024-2025 school year.

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

The following actions indicate a material difference of 20% or \$200,000 between budgeted expenditures and estimated expenditures:

**Action 1: Expanded Learning at TK Kinder Day Orientation**

The increase over budget is due to additional staff to run the program.

**Action 2: Reading and Math Intervention from Kindergarten through 8th Grade**

The increase over budget is due to increased duplicating of support materials and supplemental curriculum costs.

**Action 3: Extended Learning Time Beyond the School Day**

The increase over budget is due to increased support after school for implementation of the program.

**Action 4: Qualified Teachers and Administrators**

The increase over budget is due to an increase in salary and an increase need in teachers.

**Action 8: Curriculum and Instruction Staff**

The difference in budget compared to anticipated cost, is due to the cost of a TOSA inadvertently added to this action for the 2023-2024.

**Action 9: Clean and Safe School Facilities**

The increase over budget is due to increased salary costs.

**Action 11: Identification of System Gaps as a Barrier to Student Learning**

The material difference in estimated actual costs is due to a school site not participating in the WASC process this year.

**Action 14: Site-Based Office Staff and Librarians**

The increase over budget is due to increased salary costs.

**Action 15: Universal Pre-Kindergarten**

The increase over budget is due to increased salary costs as well as the need to prepare additional rooms for the Transitional Kindergarten program.

**Action 16: Extended Learning Opportunity Program**

The material difference in estimated actual costs is due to the projection of students attending the program.

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

All actions in Goal 1 were implemented and demonstrated effectiveness. The actions summarized may be listed independently or clustered together by theme.

### Access to Early Education

Action 1: Expanded Learning at TK Kinder Day Orientation

Action 15: Universal Pre-Kindergarten

### Action 1: Kinder Camp

Due to the expansion of the Transitional Kindergarten Program, Kinder Camp was reduced to one day for the 2023-2024 school year. Of the 1,234 students enrolled in kindergarten and transitional kindergarten for the 2023-2024 school year, approximately 400 students participated in the Kinder Camp program. Presently, there are 369 students enrolled in TK and the program is expected to grow to over 400 students. With the expansion of Action 22 in Goal 2, more transitional kindergarteners are attending a year of school prior to kindergarten. And, since the intention of Kinder Camp was to acclimate new kindergarteners to school, the results of Action 1 will be addressed within the scope of Action 22 in Goal 2. Therefore, this action will be eliminated for 2024-2025.

### Action 15: Universal Pre-Kindergarten

The District has expanded the transitional kindergarten program to 369 students, 70 of which are enrolled as early start transitional kindergarteners. The results of this play-based program is showing high levels of effectiveness in exposing students to a quality year of schooling prior to kindergarten. As a result, the students are better prepared academically, socially, and emotionally to handle a rigorous kindergarten program. The transitional kindergarten students take the Gold assessment. In the 2023-2024 school year, transitional kindergarten data shows student growth in all areas of expected development and learning:

### Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics Data:

\* In Social-Emotional development which includes objectives such as managing feelings, interacting with peers, and solving social problems, students grew from 53% of students meeting or exceeding expectations in quarter 1 to 78% meeting or exceeding expectations in quarter 3.

\* In Physical Development with objectives ranging from demonstrating gross motor skills such as balancing to using writing and drawing tools, the students meeting or exceeding expectations grew from 60% in quarter 1 to 85% in quarter 3. Student Language development growth increased from 44% in quarter 1 to 75% in quarter 3 where objectives include following directions, speaking clearly, using expressive vocabulary, and engaging in conversation.

\* The students' Cognitive development grew 53 percentile points from 21% in quarter 1 to 74%, meeting or exceeding expectations in quarter 3 where objectives include solving problems, flexibility, and making connections.

\* In Literacy skill development the objectives include using print concepts, noticing and discriminating rhyme and units of sound, identifying and naming letters, retelling stories, and writing their names, students showed significant growth, moving from 12% in quarter 1 to 80% of students in quarter 3 meeting or exceeding expectations.

\* In Math development, students also showed significant improvement with increases from 11% to 73% from quarter 1 to quarter 3 for objectives that include counting, connecting numerals with quantities, understanding shapes, and demonstrating knowledge of patterns.

### Curriculum and Instruction Monitored Actions

Action 2: Reading and Math Intervention from Kindergarten Through 8th Grade

Action 3: Extended Learning Time Beyond the School Day

Action 6: Professional Development of Research-Based Practices

#### Action 8: Curriculum and Instruction Staff

These actions noted will be addressed together, since they encompass a good portion of the work of the curriculum and instruction staff. Additionally, the effectiveness is monitored in part by the results of the NWEA assessments.

Curriculum resource teachers have provided intensive targeted training for K-2 teachers across the District in tier one evidence based reading instruction which includes phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension. Grade level team training has taken place after school and during Professional Learning Community (PLC) time at school sites. Teachers frequently administer NWEA skills checklists and NWEA Reading Fluency assessments to identify specific needs of students for whole class instruction, small group instruction, intervention during the school day, and extended reading intervention after school.

According to MAP Reading Fluency assessments, there is a marked improvement in foundational skills across primary grades. In winter of 2022-2023, 20% of kindergarten and 11% of first graders skills met or exceeded phonics proficiency levels. In winter of 2023-2024, phonics proficiency rates jumped to 62% in kindergarten and 69% in 1st grade. Test results for phonological awareness demonstrated similar growth trends. In winter of 2022-2023, 40% of kindergarten and 18% of 1st grade students met or exceeded proficiency levels whereas in winter of 2023-2024, 69% of both kindergarten and first grade students met or exceeded proficiency levels. Additionally, the percentage of students moving from foundational skills to oral reading during the winter assessment window jumped from 1% to 21% in first grade and from 24% to 61% in second grade.

Students who are not making appropriate gains are referred to the tier 2 Extended Day Reading Intervention Program after school. These teachers receive additional quarterly training and collaborate regularly at their school site. Consistently, over 90% of the students who participate in this tier 2 program demonstrate growth in RIT (Rasch Unit) scores. Teachers and parents equally observed gains in confidence, engagement, participation, and overall enjoyment of learning for participating students.

To address lagging math proficiency rates across all grades, the District purchased supplemental math materials which were better aligned with current CA Common Core Standards and the State Board of Education's newly adopted Mathematics Framework. Educational Services and Curriculum Resource Teachers hosted administrator training, teacher training, and parent training in "making sense of mathematics" for students. Leveraging collaborative inquiry, mathematical discourse, active-learning experiences, and making connections to "big ideas" in math has demonstrated promising gains in student achievement. According to district NWEA Math Growth assessments, between winter of 2022-2023 and winter of 2023-2024, all student and low income student groups grew an average of 8 percentile points in achievement. Additionally, the NWEA Map Growth Projected CAASPP Proficiency Report indicates an increase from a 27% projected proficiency in 2022-2023 to a 31% projected proficiency in 2023-2024.

#### School Site Staff

##### Action 14: Site Based Office Staff and Librarians

Librarians are hired to run the day-to-day service of distributing textbooks, checking out student library books, and monitoring inventory. Office staff includes clerks and secretaries to run the business operations at the school site. There were fewer challenges in maintaining a full staff for both librarians and office staff this school year.

#### Basic Necessities for Learning

##### Action 4: Qualified Teachers and Administrators

##### Action 5: Instructional Materials

##### Action 9: Clean and Safe Schools

These actions are grouped as they support the basic necessities for learning.

##### Action 4: Qualified Teachers and Administrators

The Westside Union School District Board of Trustees continues to prioritize teachers and staff as our most valuable resource for students and families. During the 2023-2024 school year, the District has taken numerous steps to recruit and retain teachers. The Human Resources Department hosts regular job

fairs and markets job opportunities at District events, during advisory panels, through social media, and through partnership with local universities. The Human Resources Department has attended numerous job fairs in and out of state as well as visited local university programs to share benefits of joining the profession. Although fully implemented, hiring and maintaining fully credentialed staff maintains a challenge due to the nationwide teacher shortage.

Significant improvement in the teacher salary schedule was made in the 2022-2023 school year, as the District was able to negotiate a 9% increase. Additionally, the District continues to offer grant opportunities up to \$10,000 for tuition reimbursement for new teachers in Special Education.

#### Action 5: Instructional Materials

In accordance with Williams legislation, the Los Angeles County Office of Education (LACOE) conducted an instructional materials review in Westside, and the District was deemed fully compliant.

#### Action 9: Clean and Safe Schools

This past year, six of our sites had Williams Facility Inspections by the Los Angeles County Office of Education (LACOE). All six sites received excellent ratings. Anaverde Hills received 100%. Del Sur received 99.29%. Joe Walker Middle School received 97.83%. Leona Valley Elementary received 100%. Quartz Hill Elementary received 100%. Rancho Vista received 99.43%.

#### District and Site Level Collaboration

##### Action 10: Collaboration to Support District Initiatives

##### Action 11: Identification of System Gaps as Barriers to Student Learning

Both of these actions contribute to the District and site level systems of collaboration, the ongoing cycle of continuous improvement, and the tiered systems of support.

All sites have dedicated grade level professional learning collaborative work time embedded in staff meetings, prep times, and/or paid work sessions during non-contract hours. All grade levels are expected to identify essential standards, calibrate common learning expectations, and design common assessments with rubrics. Teacher teams leverage NWEA data to identify students with the greatest academic needs. The teams conduct a cause analysis to identify barriers to learning and determine the appropriate course of action to better support the identified students. Responses to intervention include individual goal setting with students, skills gap enrichment sessions either during or outside of school hours, and/or additional support staff pushed into classrooms.

According to the 2024 California School Staff Survey, 89% of responders strongly agreed or agreed that the adults who work at the school are collaborating regularly. Additionally, 92% of staff strongly agreed or agreed that adults that work at the school feel a responsibility to improve their school. According to the work of John Hattie, Collective Teacher Efficacy is strongly correlated with student achievement having an effect size of 1.57. The effect size at which student performance surpasses the expectation of one year's growth in one year's time is 0.4. Therefore, a priority has been placed on building the efficacy of staff through data teams and high levels of collaboration. This work can be reasonably connected to the positive trends in student achievement.

According to the NWEA MAP Student Growth Summary Report from Fall to Winter of 2023-2024, nearly all grade levels saw gains in the Reading Achievement Percentile with significant gains being made in the early primary grades. First and second grade increased 12 and 10 achievement percentile points with 3rd grade increasing by 5 percentile points. 6th grade also demonstrated significant achievement in reading by moving from the 31st percentile to the 43rd percentile. Grades four, five, and eight made mild gains increasing by one or two achievement percentile points. Seventh grade, while increasing the mean RIT score, dropped from the 38th percentile in reading achievement to the 36th percentile. All grade levels maintained a Student Median Conditional Growth Percentile between 50 and 61.

The District is pleased with the preliminary results for math achievement across the District. According to the NWEA MAP Student Growth Summary Report from Fall to Winter of 2023-2024, grades one, two, three, four, six, and eight grew an average of 10 percentile points in mathematics achievement. Grades five and seven show mild gains with an increase of two percentile points. Student Median Conditional Growth Percentile for grades one through eight ranged between 50 and 67.

## Parent Engagement

Action 7: Parent Workshops Supporting Standards Aligned Instruction

Action 12: Parent Training for Advisory Committees

Action 7: Parent Workshops Supporting Standards Aligned Instruction

The District's primary focus in the first semester was providing professional development and intensive support for administrators and teachers in the implementation of new math instructional materials. Moving into the second semester, educational services and curriculum resource staff was able to pivot focus to provide Illustrative Math parent workshops. Registration fliers were sent to all families in the District as well as posted in front offices and at the entrance to schools. Nearly 100 parents or guardians registered to attend one of three sessions hosted in March and April, two of which were offered in the morning and the last being offered in the evening. This time was highly effective in introducing parents to a supplemental and rigorous curriculum based on inquiry and higher levels of student interaction.

Action 12: Parent Training for Advisory Committees:

The District trains the administrators on required items and procedures for implementing advisory committees, which are shared with site committees. The District trains and reviews the purpose of the advisory committees annually. Thus, building the capacity of parents to be fully engaged in program development.

Action 13: Implementing Systems of Support Schoolwide

District staff in curriculum and instruction, special programs, student support services, fiscal services, and human resources facilitate collaborative work sessions with all site leadership including principals, vice principals, counselors, and school psychologists. These work sessions average two to three hours each month and are largely spent reviewing a variety of data points, implementing best practices, addressing skills gaps, and implementing purposeful systems of support. This concentrated time is highly effective collaboration needed to monitor and build on existing programs.

Another system of support includes the counselors. The counseling team meets regularly with the perspective elementary and middle school teams as well as a larger unit at least monthly. The District counseling team includes 14 members with two counselors at the comprehensive middle school sites and two counselors at Sundown Elementary. Sundown has a high percentage of low income students and has enrolled over 1,000 students. The collaboration of the counselors is highly effective in developing a comprehensive program founded on the American School Counselor Association (ASCA) model. The counseling team works with coaches in developing a sustainable and systematic system of support grounded in data and a continuous growth model. Hillview Middle School, Joe Walker Middle School, Sundown Elementary, Gregg Anderson Elementary, and Esperanza Elementary have all received RAMP (Recognized ASCA Model Program) certification for their efforts.

Expanded Learning Beyond the School Day

Action 16: Extended Learning Opportunity Program:

The District has provided a myriad of expanded learning opportunities during the 9-hour school day to help students acquire new skills and/or enhance their knowledge in language development, reading, writing, math and STEAM. The District's Before School Expanded Learning programs provide students a safe place to finish their homework, receive academic support, eat a healthy breakfast, and engage in playground activities, which are supervised by District staff. The District has partnered with the Antelope Valley Boys and Girls Club (AVBGC) to help implement homework and tutoring support, engage in student leadership opportunities, participate in PlayWorks (indoor and outdoor play games and strategies), and increase enrichment and mentorship opportunities during the after school hours of the program.

The District's teaching staff is an important addition. They support students in gaps in language development, reading, writing, and math. The Expanded Learning Opportunities Program has tapped into teachers' hidden talents which has broadened students' exposure. Students have been exposed to a broad range of opportunities offered by staff, including band, choir, STEAM, art, screenwriting/filmmaking, sports (flag football, Bocce ball, lacrosse, soccer, yoga), board games, beading, poetry, gardening, ballet folklorico, and hip-hop dance to name a few. Students have also had the opportunity to present and perform

for parents during the after school EXL program. According to the AVBCG mid-year survey, 85% of parents reported being very satisfied and 13% reported being satisfied with the program at their student's school site. 0% of parents were either dissatisfied or very dissatisfied with the EXL program. Overall, the District EXL program average daily attendance monthly rates have increased from an average of 54% to 60%.

In addition to providing students with academic intervention and enrichment and leadership opportunities, the District provides students a healthy breakfast, lunch, and snacks during the 30 non-school days of intersession. Additionally, the District has recently added health daily snacks for the EXL after school program, which are delivered by District personnel. Students, parents and staff have shared their appreciation for healthy snacks and meals to the ELOP Coordinator and BGC staff.

### 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.

Actions that will be removed or moved with the revision of the 2024-2025 LCAP include the following:

#### Action 1: Kinder Camp

The original goal of Kinder Camp was to introduce incoming low income students into the school setting. With the expansion of the transitional kindergarten program, more students have an opportunity to attend a year of school prior to kindergarten. Therefore, with the expansion of the transitional kindergarten program, students are already receiving these supports, and the District has determined there is no longer a need to continue with this action.

#### Combining Action 6 and 8:

Action 6: Professional Development of Research-Based Practices

Action 8: Curriculum and Instruction Staff

Both Action 6 and Action 8 overlap in services. Therefore, to streamline the services moving forward, the actions will be combined into one action titled Curriculum and Instruction Staff. An additional change in Action 6 includes the movement of support for Long-Term English Learners (LTEL), since a separate action is in place in the 2024-2025 LCAP for professional development and specific interventions for Long-Term English Learners. The professional development for LTELs will remain in place under another action instead of in Action 6.

#### Action 7: Parent Workshops Supporting Standards Aligned Instruction

With the expansion of Goal 4 focused on parent engagement and communication, Action 7 will be combined with Action 13 from Goal 2 and moved to Goal 4.

#### Action 12: Parent Training for Advisory Committees

With the expansion of Goal 4 focused on parent engagement, Action 12 will be moved to Goal 4.

#### Action 16: Extended Learning Opportunity Program

This action is better supported in Goal 2, which focuses on supplemental services for unduplicated student groups. Therefore, the action will be moved. Additionally, the action title will change to Expanded Learning Opportunity Program (ELO-P)

The following actions will be moved from Goal 2 or Goal 3 to Goal 1. The shifting of actions supports the overall tiered approach of services identified in the Goal descriptions.

Goal 2 Action 11: Technology Department

Goal 3 Action 10: Health Services



**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.**

## Goal

Goal #	Description
2	Access for All: Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CA Dashboard Distance From Standard	Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met as measured by the Smarter Balanced Assessment. The following student groups were reported as follows: All students: 3.6 points below standard Socioeconomically disadvantaged students: 25.5 points below standard Homeless students: 18.4 points below standard	Results for the 2021-22 dashboard will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	In ELA: All students: 16 points below standard Socioeconomically Disadvantaged students: 39 points below standard Homeless students: 39 points below standard Students with a disability: 89 points below standard Foster youth: 82 points below standard English learners: 49 points below standard  In MATH: All students: 57.5 points below standard	Based on the 2023 CA Dashboard: In ELA: All students: 14 points below standard; Socioeconomically Disadvantaged students: 36 points below standard; Homeless students: 40 points below standard; Students with a disability: 97 points below standard; Foster youth: 89.5 points below standard; English learners: 51 points below standard  In MATH: All students: 51 points below standard; Socioeconomically	To reduce the distance from standard for the following groups as follows: All students: From 3.6 points below standard to 0 points below standard Socioeconomically disadvantaged students: From 25.5 points below standard to 18 points below standard Homeless students: From 18.4 points below standard to 12 points below standard Students with a disability: 88.6% points below standard to 75 points below standard Foster youth: 70.8 points

	Students with a disability: 88.6% points below standard Foster youth: 70.8 points below standard English learners: 37.7 points below standard		Socioeconomically Disadvantaged students: 81 points below standard Homeless students: 82 points below standard Students with a disability: 122 points below standard Foster youth: 114 points below standard English learners: 77 points below standard	Disadvantaged students: 73.5 points below standard; Homeless students: 76 points below standard; Students with a disability: 125 points below standard; Foster youth: 122 points below standard; English learners: 80 points below standard	below standard to 60 points below standard English learners: 37.7 points below standard to 30 points below standard
CAASPP Results ELA UDP	Percentage proficient on the ELA portion of the 2018-2019 CAASPP for unduplicated student groups as follows: low income, 39% Proficient; EL, 11% Proficient; students with disabilities, 14% Proficient; Foster 22%	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	Percentage proficient on the ELA portion of the 2021-2022 CAASPP for unduplicated student groups as follows: low income, 34% Proficient; EL, 14% Proficient; students with disabilities, 16% Proficient; Foster 22%	Percentage proficient on the ELA portion of the 2022-2023 CAASPP for unduplicated student groups as follows: low income, 36% Proficient; EL 13% Proficient; students with disabilities, 14% Proficient; Foster 26.5%	To increase percent proficient on the annual CAASPP ELA assessment for unduplicated student groups as follows: low income, 43% Proficient; EL, 15% Proficient; students with disabilities, 18% Proficient; Foster 25%
CAASPP Results Math UDP	Percentage proficient on the MATH portion of the 2018-2019 CAASPP for unduplicated student groups as follows: low income, 23% Proficient; EL, 7.5% Proficient; students with disabilities, 9.5% Proficient; Foster 12%	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	Percentage proficient on the MATH portion of the 2021-2022 CAASPP for unduplicated student groups as follows: low income, 20% Proficient; EL, 11% Proficient; students with disabilities, 11% Proficient; Foster 9.5%	Percentage proficient on the MATH portion of the 2022-2023 CAASPP for unduplicated student groups as follows: low income, 21% Proficient; EL, 9% Proficient; students with disabilities, 10% Proficient; Foster 11%	To increase percent proficient on the annual CAASPP MATH assessment for unduplicated pupil groups as follows: low income, 27% Proficient; EL, 12% Proficient; students with disabilities, 14% Proficient; Foster 16%
NWEA Measures of Academic Progress (MAP) Student Growth Reading for low income students	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 28; 3rd, 30; 4th, 37; 5th, 27; 6th, 32; 7th, 25; 8th, 27	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 32; 3rd, 30; 4th, 35; 5th, 31; 6th, 34; 7th, 29; 8th, 31	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 44 3rd, 36 4th, 33 5th, 36 6th, 33 7th, 36	Results for NWEA MAP 2023-2024 grade and normed percentile rankings: 2nd, 32 3rd, 36 4th, 42 5th, 38 6th, 44 7th, 36 8th, 40	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment to at or above the 35th percentile for all low income students grades 2nd to 8th.

			8th, 35 *Spring results used.		
NWEA Measures of Academic Progress (MAP) Student Growth Math for low income students	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 25; 3rd, 26; 4th, 30; 5th, 24; 6th, 27; 7th, 26; 8th, 24	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 23; 3rd, 21; 4th, 23; 5th, 20; 6th, 29; 7th, 24; 8th, 27	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 35 3rd, 27 4th, 25 5th, 26 6th, 27 7th, 29 8th, 27 *Spring results used.	Results for NWEA MAP 2023 -2024 grade and normed percentile rankings: 2nd, 25 3rd, 31 4th, 37 5th, 28 6th, 33 7th, 33 8th, 36	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment to at or above the 35th percentile for all low income students in grades 2nd to 8th grade
NWEA Measures of Academic Progress (MAP) Student Growth Reading for EL	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 19; 3rd, 17; 4th, 9; 5th, 9; 6th, 11; 7th, 6; 8th, 6;	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 21; 3rd, 24; 4th, 21; 5th, 16; 6th, 20; 7th, 8; 8th, 7	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 32 3rd, 23 4th, 24 5th, 18 6th, 16 7th, 19 8th, 14 *Spring results used.	Results for NWEA MAP 2023 -2024 grade and normed percentile rankings: 2nd, 23 3rd, 24 4th, 23 5th, 19 6th, 20 7th, 18 8th, 20	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment for EL students as follows: 2nd, 25; 3rd, 25; 4th, 15; 5th, 15; 6th, 15; 7th, 10; 8th, 10
NWEA Measures of Academic Progress (MAP) Student Growth Math for EL	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 20; 3rd, 19; 4th, 26; 5th, 11; 6th, 10; 7th, 9; 8th, 7;	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 20; 3rd, 19; 4th, 33; 5th, 15; 6th, 18; 7th, 12; 8th, 7	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 27 3rd, 20 4th, 22 5th, 12 6th, 14 7th, 16 8th, 11 *Spring results used.	Results for NWEA MAP 2023 -2024 grade and normed percentile rankings: 2nd, 18 3rd, 26 4th, 30 5th, 18 6th, 18 7th, 17 8th, 14	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment for EL students as follows: 2nd, 25th; 3rd, 25th; 4th, 28; 5th, 15; 6th, 15; 7th, 15; 8th, 15;
NWEA Measures of Academic Progress (MAP) Student Growth Reading for	NWEA MAP Winter 2019-20 grade and normed percentile ranking 3rd, 24; 4th, 21; 5th, 16;	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 19; 3rd,	Results for NWEA MAP 2022-2023 grade and normed percentile rankings:	Results for NWEA MAP 2023 -2024 grade and normed percentile rankings: 2nd, 30	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment for

Foster	6th, 13; 7th, 12; 8th, 10	17; 4th, 26; 5th, 14; 6th, 22; 7th, 15; 8th, 12	2nd, 50 3rd, 23 4th, 23 5th, 29 6th, 21 7th, 21 8th, 33 *Spring results used.	3rd, 32 4th, 21 5th, 16 6th, 23 7th, 20 8th, 25	foster youth as follows: 3rd, 28; 4th, 25; 5th, 20; 6th, 1; 7th, 16; 8th, 14
NWEA Measures of Academic Progress (MAP) Student Growth Math for Foster	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 10; 3rd, 12; 4th, 11; 5th, 26; 6th, 15; 7th, 10; 8th, 7	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 11; 3rd, 15; 4th, 18; 5th, 7; 6th, 15; 7th, 17; 8th, 11	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 25 3rd, 13 4th, 15 5th, 11 6th, 19 7th, 20 8th, 27 *Spring results used.	Results for NWEA MAP 2023 -2024 grade and normed percentile rankings: 2nd, 23 3rd, 28 4th, 11 5th, 9 6th, 16 7th, 16 8th, 30	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment for foster youth as follows: 3rd, 16; 4th, 15; 5th, 30; 6th, 19; 7th, 14; 8th, 11
ELPI English Learner Proficiency Indicator	In 2019 39.8% of EL students were making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator	The ELPI English Learner Proficiency is an Indicator on the CA Dashboard, and this data has not been released. The 2021 ELPAC scores for students enrolled in the District are as follows: 71 (11%) of students received a 4; 277 (44%) of students received a 3; 202 (32%) of students received a 2; and 78 (13%) of students received a 1.	According to the 2022 CA Dashboard 42.3% of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator. 33.8% of English learners remained at the same proficiency level, and 24% of English learners decreased at least one ELPI level.	According to the 2023 CA Dashboard: 50.2 of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator. 33% of English learners remained at the same proficiency level, and 17% of English learners decreased at least one ELPI level.	43% of EL students were making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator
English Learner Reclassification Rate	In 2019-20, 17.1% of EL students were reclassified	In 2020-2021, 11.0% (71) EL students were reclassified	According to local data and CALPADS reporting for the 21-22 school year 55 students (6.7%) of EL students were reclassified.	According to local data and CALPADS reporting for the 22-23 school year 130 students (20%) of EL students were reclassified.	In 2023-24, 20% of EL students will be reclassified

# Goal Analysis

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

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

The following section is divided into actions that were fully implemented, partially implemented, and services on hold. Actions described with a substantive difference between planning and implementation, are noted as partially implemented or actions on hold. Challenges with implementation may be written alongside the action.

Fully implemented actions:

## Action 1: English Learner Paraprofessional and Teacher Support

Each site has increased the bilingual assistants to two, with the exception of Leona Valley and Esperanza. Leona Valley has a low population of English learners, so one bilingual assistant is appropriate. Esperanza has the largest number of English learners in the District, over 90, and has three assistants to meet their needs. The majority of the bilingual assistant positions were filled for the entire year, which increased the overall implementation across the District. Each paraprofessional provides on-the-spot supplemental instructional support to English learner students throughout the day. Additionally, each paraprofessional participates in parent English learner engagement activities, such as translation at meetings, translation of school-based flyers, and parent contact by phone. The District enrolls many newcomers from across the world speaking a wide variety of languages. There have been increased challenges to providing translation services for some languages because the District may not have a staff member that can assist; therefore, translation services are contracted with a local agency.

## Action 2: English Learners Language Acquisition Programs (ELD)

Teachers provided English Language Development, both designated and integrated. Professional development in ELD was in place across the District during staff meetings and at New Teacher Support workshops. Teachers also added language goals in the ELLevation online system to track language progress for English learners.

## Action 3: Professional Development for ELD Support for English Learners

English Language Development (ELD) professional workshops are provided across the District at staff meetings. Workshops for teachers in the New Teacher Support Program, which include close to 100 teachers, were held on November 8, February 28, and April 11. Administrators review the requirements for the Structured English Immersion program, including ELD requirements, at the Instructional Management meetings.

## Action 4: English Learner District Support Staff

This implemented action supports the bilingual assistants employed at the school District complex. They provide ongoing translation services, facilitate English language acquisition assessments, and monitor state and federal requirements.

## Action 5: Parent Literacy Program

The Parent Literacy Program is currently in place weekly. Participation has increased this year to include parents of different languages. Meetings continued through the year in-person. Time is spent working through the online program (Rosetta Stone), working in collaborative groups to practice language, and collaboratively addressing grammar and content in writing. The implementation continues to focus on all language domains, which include speaking, reading, writing, and listening.

## Action 6: Monitoring RFEP Student Progress

Reclassified English Learners (RFEP) are monitored for four years. This tracking takes place in the District's online ELLevation program. Each administrator

and teacher has access to an interactive Dashboard that lists the RFEP students not meeting expected progress on the results of the NWEA , the internal assessment system used three times during the school year. Additionally, Parent/Teacher conferences are scheduled for RFEP students not making adequate academic progress. Parents are also informed through progress reports and ongoing communication from staff.

#### Action 7: Maintaining School of Origin

Approximately 18 foster students have participated in the Hop, Skip, Drive transportation service for students in foster care, so they can remain at their School of Origin (SOO). The program provides round trip transportation to school and home with background check approved drivers. The District participates in this program through a split financial agreement with the Department of Child and Family Services (DCFS).

#### Action 9: Equitable Access to Technology

Chromebooks continue to be deployed to students across the District for use at home, and the majority of school sites have a device to student ratio of 1:1. The additional device used at home supports the increased access to both the core curriculum and supplemental online programs. With the deployment of devices, the technology to student ratio is edging towards 2:1.

#### Action 10: Management, Distribution, and Repair of Student Technology

This action includes four employees available to assist with the technology helpline, repair of student Chromebooks and hotspots, and trouble-shooting connectivity with online curriculum. The helpline is used by staff and families and includes assistance with devices distributed to children for access at home.

#### Action 11: Technology Department

The District is fully staffed with technology assistants. This staff supports the online platform, website, student data systems, as well as other base functions operated across the District.

#### Action 12: Connecting Resources to Families

This event was held on May 4 and is currently on the calendar to continue as an annual event. The event included over 45 vendors from across the valley. Low income families were connected to agencies providing summer programs; health services including mental health, and dental care; organizations including 4H, Boys and Girls Club, YMCA, and Scouts; and performances from groups included a BMX bike safety show, cheerleaders, a variety of dance groups, feeder high school clubs and organizations, and an interactive drum assembly. Local organizations such as Westside Rotary and the West Antelope Valley Education (WAVE) Foundation provided grants along with Lakays Bike group offering free youth bike repair sponsored by the Lancaster Sunrise Rotary. The event was well attended and focused on empowering youth to make lifelong healthy decisions.

#### Action 14: Student Engagement in a Challenging and Relevant Program

The AVID program was implemented at each school site with a varying range of school wide implementation across 12 sites. 32 teachers participated in the in-person AVID Foundations professional development in March. There has been an increase in AVID participation and leadership teams to provide AVID professional development at staff meetings. Each school site continued to coordinate a site AVID team to complete the required elements of school site AVID certification. Four school sites participated in the WASC evaluation process this year, and each site listed the AVID College and Career strategies used at their school site to support student academic engagement.

#### Action 15: (AVID in Middle School) Student Engagement in Structured Collaborative Learning

AVID elective classes are in place at Joe Walker and Hillview. Del Sur School continues to be challenged with trained AVID staff to add an AVID elective class to their master schedule. All three school sites have AVID tutors that work to facilitate AVID tutorials either in the formal AVID Elective or Student Support section. It is anticipated that Hillview and Joe Walker will continue with two AVID Elective classes and Del Sur will hold an AVID Support class. Full implementation of student led tutorials within the AVID elective is impacted by staff turnover as well as positions unfilled due to challenges in finding staff to fill the positions.

#### Action 17: Equitable Access to the Programs

All 4th grade students across the District had the opportunity to take the OLSAT-8 assessment to determine eligibility for the Gifted and Talented Education (GATE) programs. Differentiated instruction for GATE students is provided within the regular grade level course sections. This year only a few students met the requirements based on the results of the OLSAT-8; therefore, the District continues to qualify students for the GATE program based on two years of CAASPP data, in which students must score at the Exceeds Standards level on both ELA and math for two current consecutive years.

**Action 19: Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families**

Parent/Teacher conferences were held across the District both in-person and online during the month of October. Additional, conferences are held as needed throughout the school year. A total of 7,318 parent conferences were held in the non-student days in October.

**Action 21: Diagnostic Assessments**

Professional Learning Community (PLCs) teams at each grade level are using diagnostic data from NWEA, Interim Assessment Blocks, and IXL to identify patterns of strengths and weaknesses to adjust instruction. Data from these assessments provides teachers, administrators and families with accurate and actionable evidence to target instruction to close learning gaps as well as identify areas for enrichment. NWEA Measures of Academic Progress (MAP) Growth and NWEA Reading Fluency assessments are given district wide three times a year. Interim CAASPP Assessment Blocks are given annually. IXL is an additional resource provided across the district to target gaps in learning identified in the NWEA assessment system. Approximately 85% of elementary, ELA, and Math teachers continue to actively use the platform to practice essential skills based on weekly diagnostics.

**Action 22: Expansion of Pre-Kindergarten**

Transitional kindergarten students were able to enroll in the pre-kindergarten program as a result of expanding the enrollment date. Therefore, the District had an increased number of 70 transitional kindergarten students, which provided an early start to the transitional kindergarten program.

Actions partially implemented include the following:

**Action 8: Tutoring Services for Homeless**

School on Wheels provides academic tutoring to children living in shelters, motels, vehicles, group foster homes, and on the streets in Southern California. The program is shared with families; however, very few students have participated in this opportunity. The program is designed with incentives when students participate, which can include extracurricular scholarships, additional supplies, and technology. This action is noted as partially implemented since very few homeless students participated. The District expects to continue with our partnership with School on Wheels and will encourage students to engage with these tailored supports.

**Action 13: Community Engagement Workshops**

The District continues to be very limited on space to provide workshops for parents. Therefore, some parent workshops are scheduled after school hours or at locations outside of the District, such as the public library. These conditions limit the full implementation of workshops. Planning will continue to add a series of workshops for parents in the 2024-2025 school year to include issues such as challenging student behaviors, mental health, and attendance. Parent workshops in the 2023-2024 school year included topics related to the core curriculum, use of the newly adopted Illustrative Math curriculum, and internet safety. The proactive and safe internet use workshop was provided by the nonprofit group, I Can Help.

**Action 18: Increased Arts Program**

One elementary music teacher worked at the lowest poverty schools this year. The District strives to increase music teachers across the District; however, there are challenges locating and hiring qualified staff. Therefore, this action was not expanded to include two music teachers.

Actions on hold for the 2023-2024 school year include the following:

**Action 16: Access to College and Career Assessment**

The District continued to hold on providing the PSAT for the 2023-2024 school year due to changes in college assessment requirements.

**Action 20: Supplemental Supports for Universal Pre-Kindergarten Program**

Supplemental supports and supplies were not funded within this action. The District leveraged other funds to purchase any needed additional items to enhance the transitional kindergarten program.

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

The following Actions indicate a material difference of either 20% or \$200,000 between budgeted expenditures and estimated expenditures:

**Action 4: English Learner District Support Staff**

The material difference is a result of staff leave expenses.

**Action 5: Parent Literacy Program**

The material difference is a result of unpurchased online supports.

**Action 7: Maintaining School of Origin**

The increase over budget is due to an expanding number of foster youth using transportation services.

**Action 8: Tutoring Services for Homeless**

The unspent material difference is due to the nonprofit agency absorbing the cost of the program.

**Action 9: Equitable Access to Technology**

The unspent material difference is due to the District leveraging other funds for this service.

**Action 15: (AVID in Middle School) Student Engagement in Structured Collaborative Learning**

The material difference of unexpended funds is due to both unfilled vacancies and staff turnover.

**Action 20: Supplemental Supports for Universal Pre-Kindergarten Program**

The unexpended material difference is due to the supplemental materials for this program purchased with other District funds.

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

Overall, the actions within Goal 2 were effective in making progress toward Goal 2. The majority of actions were implemented at an increasingly higher level within the three-year LCAP cycle. Progress toward the goal as well as strengths and challenges are identified. The actions are grouped by theme.



## English Learner Progress

Action 1: English Learner Paraprofessional Support

Action 2: English Learners Language Acquisition Program (ELD)

Action 3: Professional Development for English Language Development

Action 4: English Learner District Support Staff

These actions were fully implemented and are showing an overall greater impact compared to the 2022-2023 implementation. The English Language Performance Indicator (ELPI) from the 2023 CA Dashboard notes that 50.2% of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator (ELPI). This is an increase of nearly 8% from the 2022 CA Dashboard. The District also documents a reduction in English learners that decreased one ELPI level (CA Dashboard level based on the English Learner Assessment for California) and a stable percentage rate of English learners that are maintaining the same level. The comparative data from the 2022 CA Dashboard to the 2023 CA Dashboard is listed below:

- \* 42.3% (2022) to 50.2% (2023) progressed at least one level
- \* 33.8% (2022) to 33% (2023) remained at the same proficiency level
- \* 24% (2022) to 17% (2023) decreased at least one ELPI level

The desired outcome for 2023-2024 was noted as 43% of EL students making adequate progress towards English proficiency, and the District exceeded the desired outcome by 7%.

Reclassification rates in 2021-2022 dropped to 55 students, which indicated stalled reclassification rates due to the pandemic. In 2022-2023, reclassification rates jumped to 130 students, exemplifying a surge. Now in 2023-2024, reclassification rates are mirroring pre-pandemic rates, and the District estimates a rate of reclassification of approximately 90 students. This reclassification rate estimation is approximately 14% of English learners. The desired outcome in 2023-2024 is noted as 20% in the LCAP. The District did not meet the desired outcome; however, there is a positive trend.

The student growth for English learners on both NWEA Map Growth in Reading and Math is maintaining overall with pockets of stronger growth in some grade levels, specifically 3rd, 4th, and 6th in math. And, in ELA pockets of growth include 2nd, 3rd, 4th, and 7th grade. This data is representative of cohort growth, which covers the three-year LCAP cycle. Additionally, upon analysis, English Learners begin reclassification around grades 4 and 5. It is at this point that the NWEA scores in both reading and math level out. This is an indication of the Long-Term English Learner (LTEL) students that are remaining in the program and not meeting reclassification criteria. As a result of LTEls not reclassifying after 5 years, the District will add an action to support these EL students.

In 2022-2023 the District added a Teacher on Special Assignment (TOSA) to support English learners. This has provided an increase in supplemental professional development on high leverage evidence-based strategies to use in the classroom, increased consistency of language goal setting for English Learners, and further progress monitoring in the ELlevation online EL tracking platform. The increase of on-the-spot work with teachers has promoted the use of strategies modeled in the classroom as well as targeted intervention strategies to embed in lesson design. The professional development offered by the TOSA emphasizes opportunities for students to read, write, listen, and speak at multiple times throughout a lesson. Additionally, the District has seen an increase of newcomers enrolling from many different countries. The TOSA also provides immediate baseline assessment results for the newcomer students. Based on the results, the TOSA works with the teacher and paraeducators to establish a benchmark to begin instruction. The TOSA regularly provides an increased layer of instruction to newcomers at the beginning levels of English language development. On average, the TOSA works with 20 newcomer students weekly. Newcomers move through this intervention in a matter of weeks as they begin to increase their knowledge in English and show signs of acquisition and increased participation in class. This work has demonstrated an accelerated rate of English proficiency for the majority of these students over a shorter span of time. Although, the work of the TOSA is not tied to a specific metric in the LCAP, qualitative data shows increased teacher capacity and accelerated acquisition of newcomers to the classroom environment. Thus, these outcomes impact the overall academic achievement levels of English learners.

## Reclassified English Learner Monitoring

### Action 6: Monitoring RFEP Student Progress

The District uses the ELLevation system to monitor RFEP students that may not be working at grade level. This streamlined system continually updates and the teachers and administrators of the RFEP students not meeting benchmark results on NWEA are listed on the site and teacher ELLevation Dashboard. Parents are offered a time for a parent/teacher conference at a minimum of once annually. A language goal can also be assigned to RFEP students in the ELLevation program, and site and district interventions are offered, as needed. The process in place is timely and highly effective.

## Foster Youth Services and Progress

### Action 7: Maintaining School of Origin

Hop, Skip, Drive is an effective service for providing foster youth transportation to their School of Origin (SOO) when school bus transportation isn't feasible or available. This service affords the foster youth continuity in the stable educational environment and program. 18 students currently receive transportation services through Hop, Skip, Drive, which is an increase from 2022-2023. This service is effective in meeting the transportation needs of foster students enrolled. However, a noted challenge to this service is when a student is moved to another area within the large Los Angeles county. Hop, Skip, Drive may not be appropriate as the time to travel an extensive distance is determined not to be in the best interest of the student.

The District strives to assist in keeping foster students at their School of Origin. Foster student results on NWEA Reading and Math show pockets of growth. However, it is important to note that comparing cohorts of foster students over a span of time is challenging since the majority of the District foster students do not show continuity in enrollment over more than one school year. Because of this continual change, the data listed is a comparison of the NWEA fall assessment compared to the winter assessment in the 2023-2024 school year. For the most part, the NWEA results in the majority of the grades, show an increase in the achievement percentile.

### Foster student achievement percentile on NWEA Reading:

1st grade - 39 (fall) 37 (winter)  
2nd grade - 28 (fall) 30 (winter)  
3rd grade - 29 (fall) and 32 (winter)  
4th grade - 16 (fall) and 21 (winter)  
5th grade - 12 (fall) and 16 (winter)  
6th grade - 18 (fall) and 23 (winter)  
7th grade - 23 (fall) and 20 (winter)  
8th grade - 24 (fall) and 25 (winter)

### Foster student achievement percentile on NWEA Math:

1st grade - 38 (fall) 38 (winter)  
2nd grade - 16 (fall) 23 (winter)  
3rd grade - 18 (fall) 28 (winter)  
4th grade - 9 (fall) 11 (winter)  
5th grade - 10 (fall) 9 (winter)  
6th grade - 15 (fall) 16 (winter)  
7th grade - 18 (fall) 16 (winter)  
8th grade - 26 (fall) 30 (winter)

## Parent Engagement Opportunities

### Action 5: Parent Literacy Program

### Action 12: Connecting Resources to Families

### Action 13: Community Engagement Workshops

#### Action 19: Parent/Teacher Collaboration with ELs, Foster Youth, and Low Income Students

The District continues to involve parents in a variety of activities. It is reasonably expected that when parents participate in the school environment, there is an increased connectedness to the school. Therefore, student attendance and academic rates will increase. According to the parent responses on the California Student Parent Survey 60% of parents responded yes to "parental involvement in school," and 87% of parents responded agree or strongly agree in "feeling welcome to participate at the school."

Parent/Teacher conferences (Action 19) continues to be an area of strength. This action is highly effective in increasing parent connections. 100% of low performing students, low income students, English learners, and foster youth were invited and highly encouraged to attend parent teacher conferences. Parent survey results for parent/teacher conferences showed that 3,493 parents completed an online survey sent through email and text message. 2,739 parents participated in a parent/teacher conference. Of those parents that participated, 496 parents discussed student progress by phone, 143 parents were involved online through a platform such as Zoom or Google Meets, and 2,100 parents were engaged in conferences in-person at the school site. The District data shows an increase of 319 parents participating in the 2023-2024 conferences and a total increase of 1,499 conferences from the 2022-2023 school year. Formal parent/teacher conferences are held in October at the end of the first quarter. This action is highly effective and timely since notification of academic issues are communicated to parents before the end of the first quarter.

The Parent Literacy Program is specific to English learner parents and includes opportunities to work independently and in collaborative groups to learn English. Steady participation declined after the pandemic; however, the program has bolstered more involvement in the 2023-2024 school year. There are approximately 25 parents that attend in-person, and when they are unable to attend participation can continue through the online program, Rosetta Stone. This service continues to demonstrate effectiveness through evaluation of qualitative measures. The parents are more likely to volunteer at the school their child attends, get involved in the site ELAC meetings, and demonstrate confidence in working with their children on homework.

The Empowering YOUth Family Festival was held on May 4, which connects low income families to local resources. According to attendance data, 404 students were registered for the event along with over 350 parents or guardians. The event housed a variety of resources from across the Antelope Valley in one location to promote access to events and services, such as summer programs; physical activity; dental health; and medical health. The festival promoted healthy living choices through a rock painting activity, read aloud opportunities, a youth Farmer's Market to select nutritious snacks, a bike safety rodeo, a BMX bike show promoting safe and healthy choices, and an interactive drum assembly. Close to 50 students were able to receive free bike repair services from the Lakay Bike Group, sponsored by the Lancaster Sunrise Rotary, and hundreds of bike helmets were provided to youth through a partnership with the See and Be Seen program from Lancaster City. This action was highly effective in engaging families in a fun and interactive atmosphere promoting health and wellness.

#### Addressing Barriers to Increase Access to a Broad Course of Study

Action 9: Equitable Access to Technology

Action 10: Management, Distribution, and Repair of Student Technology

Action 11: Technology Department

Providing student access to technology and connectivity (Action 9) both at home and at school significantly reduces the barriers for unduplicated student groups. Therefore, this service provides increasing engagement in a broad course of study, providing full engagement in a rigorous standards-based program, and increasing academic achievement. Students with barriers to technology were offered Chromebooks and or hotspots for home use. The District continues to maintain a 1:1 device ratio at all school sites for access during the school day, and with the addition of devices distributed for use at home, the ratio of technology to student is moving towards 2:1.

These actions are highly effective services for students in need of technology. Some noted aspects demonstrating effectiveness include the following:

\* Components of the District adopted instructional materials programs are provided online. Students with a Chromebook have access to the curriculum; therefore, increasing the completion rate of assignments and access to student and teacher shared materials.

\* The technology helpline is provided by the District Technology Department, which is used by parents to troubleshoot issues on devices used in the classroom and at home (Action 10).

- \* Supplemental online intervention programs, such as IXL, Newsela, Lexia English, and Rosetta Stone, are more readily accessible with devices at home; therefore, increasing student activity and academic growth.
- \* A team of technicians manage timely assistance through the helpline for parents, prepare devices for distribution, and monitor issues that arise.
- \* An additional District team manages the larger infrastructure of the internet across the District to ensure connectivity and safe use of all systems.
- \* 3,115 Chromebooks are checked out to students for use at home, and 38 hotspots are in use for students at home.

Access to a Broad Course of Study and College and Career Readiness Skills  
 Action 14: (AVID) Student Engagement in a Challenging and Relevant Program  
 Action 15 (AVID MS) Student Engagement in Structured Collaborative Learning  
 Action 16: Access to College and Career Assessment

Action 15 and 16 are highly effective in supporting student access to a broad course of study, development of college and career skills, and increased engagement in rigorous lessons. Skills used throughout the AVID program are increasingly effective for low income students that may lack consistency and scaffolded access to content. All school sites are at various levels of AVID implementation. There is evidence of use of AVID systems and strategies as noted positively by the WASC evaluation team members when school sites are reviewed. Additionally, administrators work with their AVID Leadership team multiple times throughout the school year to develop AVID goals that support the Single Plan for Student Achievement (SPSA), to monitor implementation of AVID goals, and to complete the self-reflection AVID tool (CCI) to determine progress and next steps. The AVID program is continuously reviewed for effectiveness and is integrated into the tiered systems of support at each school.

Continued strengths evident as a result of the AVID program include the following:

- \* Intentional use of engaging strategies embedded in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)
- \* Middle school students participating in the AVID elective show passing grades as a result of collaborative groups using the inquiry method to determine points of confusion in content courses.
- \* The AVID elective student participants engage in the curriculum at a higher level of inquiry.
- \* Participation in the middle school elective is highly encouraged for first generation college bound students and also includes field trip opportunities to colleges.
- \* There is evidence of high academic expectations for students through discussions.
- \* Some school sites have identified Key Signature Practices, which is an evidenced-based strategy with high impact results. This Key Signature Practice is leveraged across the school site in content areas, and is monitored by the AVID site team.
- \* There is evidence of increased engagement, through observation, and structured systems in the classroom that support student success.
- \* 32 elementary teachers participated in the AVID Foundations training in the spring of 2024, which directly impacts the application of evidenced-based strategies, such as student organization and collaboration.
- \* Approximately, 80 teachers and administrators are registered to attend AVID Summer Institute.
- \* Students in the AVID elective class can also take an advanced course in either math or language arts. The additional layer of support in the AVID elective is available to students grappling with the course content.

The AVID program has been in place throughout this LCAP cycle. In 2021-2022, implementation waived as a result of the pandemic and school closures. However, teams across the District have been resolidified and strengthened. Evidence of further implementation is noted in the AVID self-reflection tool (CCI) completed annually by site teams.

Equitable Programs to Enhance Learning  
 Action 8: Tutoring Services for Homeless  
 Action 17: Equitable Access to the Programs  
 Action 18: Increased/Arts Programs  
 Action 20: Supplemental Supports for Universal Pre-Kindergarten Program  
 Action 21: Diagnostic Assessments

#### Action 22: Expansion of Pre-Kindergarten

The stated actions are grouped together because each service addresses a possible and/or unique barrier to full access. The effectiveness of each action is summarized individually.

Action 8 includes the District's participation with the nonprofit group, School on Wheels, which is available for students that qualify as homeless. However, very few students have taken advantage of this online tutoring program. School on Wheels offers an incentive based opportunity for students as they complete tutoring, which can include extracurricular scholarships, additional supplies, and additional technology use at home. This effective program will remain in place as there is no cost to the District. Additionally, the program will continue to be advertised by the Homeless Liaison to encourage students to apply.

Action 17 provides District 4th grade students the opportunity to take the OLSAT-8, an assessment to determine eligibility for the Gifted and Talented Education (GATE) program. This access is provided intentionally for low income students that may not have access to advanced studies. This is an effective action, which assists in identifying unduplicated students for the GATE program. This action will continue. However, the team will be researching the use of a different assessment for 2024-2025 school year that may more adequately identify GATE students.

Action 18 provides additional access to music instruction at the lowest poverty elementary schools. Research shows that students exposed to music and art show signs of promoted connectedness to school, and qualitative data from within the District demonstrates the increased engagement and excitement of elementary students when they are exposed to music. This action will continue. However, the District continues to struggle to find qualified teachers.

The intent of Action 20 was to purchase supplemental items that may be needed for our low income students in the growing transitional kindergarten program. Since, the District was able to purchase supplies with other funds, this action was on hold. Action 20 will not be written into the 2024-2025 LCAP.

#### Action 21: Diagnostic Assessments

The diagnostic assessments used to support this action include NWEA MAP Growth for ELA-Reading and Math and Reading Fluency. The assessments have proven to be highly effective as the ongoing use provides targeted data to implement timely supports and interventions specifically for underachieving unduplicated student groups. The NWEA assessments are completed by students three times each year, which provide timely and actionable data for students, teachers, and parents. The IXL program is also supported within this action to address the identified learning gaps. Students have consistent access to IXL both at school and at home to continue skill practice in math and ELA.

Median conditional achievement is summarized for both NWEA ELA Reading and Math below. When reviewing growth over time in the same cohort of students, achievement percentiles are increasing. Students begin taking the NWEA in 1st grade. Therefore, 1st grade will have one percentile cohort score, 2nd grade will have two percentile cohort scores, and 3rd grade and beyond will have three percentile cohort scores listed. This action is pivotal in the identification of underachieving student in a timely and meaningful manner. The results accurately identify the students for Tier II and Tier III supports.

#### All Student cohort achievement percentile on the NWEA Reading:

1st grade - 39 (23-24)  
2nd grade - 34 (22-23) 40 (23-24)  
3rd grade - 37 (21-22) 42 (22-23) 46 (23-24)  
4th grade - 40 (21-22) 44 (22-23) 47 (23-24)  
5th grade - 39 (21-22) 42 (22-23) 45 (23-24)  
6th grade - 42 (21-22) 45 (22-23) 49 (23-24)  
7th grade 38 (21-22) 44 (22-23) 43 (23-24)  
8th grade 41 (21-22) 46 22-23) 45 (23-24)

#### All Student cohort achievement percentiles on the NWEA Math:

1st grade - 44 (23-24)  
2nd grade - 35 (22-23) 33 (23-24)  
3rd grade - 38 (21-22) 39 (22-23) 39 (23-24)  
4th grade - 28 (21-22) 33 (22-23) 37 (23-24)  
5th grade - 30 (21-22) 34 (22-23) 40 (23-24)  
6th grade - 30 (21-22) 34 (22-23) 40 (23-24)  
7th grade - 28 (21-22) 35 (22-23) 40 (23-24)  
8th grade - 44 (21-22) 37 (22-23) 42 (23-24)

Low Income cohort achievement percentiles on NWEA Reading:

1st grade - 34 (23-24)  
2nd grade - 28 (21-22) 32 (23-24)  
3rd grade - 28 (21-22) 37 (22-23) 36 (23-24)  
4th grade - 32 (21-22) 39 (22-23) 42 (23-24)  
5th grade - 30 (21-22) 35 (22-23) 38 (23-24)  
6th grade - 35 (21-22) 38 (22-23) 44 (23-24)  
7th grade - 31 (21-22) 34 (22-23) 36 (23-24)  
8th grade - 34 (21-22) 38 (22-23) 40 (23-24)

Low Income cohort achievement percentiles on NWEA Math:

1st grade - 38 (23-24)  
2nd grade - 32 (22-23) 25 (23-24)  
3rd grade - 32 (21-22) 30 (22-23) 31 (23-24)  
4th grade - 23 (21-22) 31 (22-23) 37 (23-24)  
5th grade - 21 (21-22) 28 (22-23) 28 (23-24)  
6th grade - 23 (21-22) 28 (22-23) 33 (23-24)  
7th grade - 20 (21-22) 26 (22-23) 33 (23-24)  
8th grade - 29 (21-22) 31 (22-23) 36 (23-24)

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.

The information notes changes made to the broad goals, metrics, desired outcomes, and actions for the 2024-2025 LCAP. Actions not listed will remain in Goal 2 for the 2024-2025 LCAP.

Action 5: Parent Literacy Program

With the expansion of Goal 4 emphasizing parent engagement, this action will move to Goal 4.

Action 9: Equitable Access to Technology

This action will remain in Goal 2. However, the service will expand to include language to support other technology, such as iPads, that may be distributed for home use.

Action 11: Technology Department

This action better supports the Tier 1 level of services identified in Goal 1. Therefore, this action will be moved to Goal 1.

Action 12: Connecting Resources to Families

This action is more appropriately supported in the newly developed Goal 4, which includes parent engagement. Therefore, this service will move to Goal 4.

Action 13: Community Engagement Workshops

This action overlaps with Action 7 in Goal 1. Action 13 from Goal 2 and Action 7 from Goal 1 will be combined and listed in Goal 4, which supports parent engagement.

Actions 16: Access to College and Career Assessment

With the changes made to college admissions and assessment requirements, the District will remove this action.

Action 17: Equitable Access to Programs

The District will research a possible change in the assessment, OSLAT-8, used to identify GATE students.

Action 19: Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families

This action is more appropriately supported in the newly developed Goal 4, which includes parent engagement. Therefore, this service will move to Goal 4.

Action 20: Supplemental Supports for UPK

Supplemental supports for UPK have been supported with other funds. Therefore, this action will be eliminated.

Goal 1 Action 2: Reading and Math Intervention from Kindergarten through 8th Grade

This action is better supported in Goal 2 since this action provides additional tiered interventions to unduplicated student groups. Therefore, this action will be added to Goal 2.

Goal 1 Action 3: Extended Learning Beyond the School Day

This action is better supported in Goal 2 since this action supports unduplicated student groups beyond the school day. Therefore, this action will be moved from Goal 1 and added to Goal 2. The title of this action will change to Extended Learning Beyond the School Day (ELO-P) since this action works in conjunction with the Extended Learning Program.

Goal 1 Action 16: Extended Learning Opportunity Program

This action is supported in Goal 2, which includes services for unduplicated student groups. Therefore, this action will be moved from Goal 1 and added to Goal 2. The title of this action will change from Extended Learning Opportunity Program to Expanded Learning Opportunity Program (ELO-P).

Additional services beginning in the 2024-2025 school year include supplemental supports for Long-Term English Learners. The action is titled Increased Services for Long-Term English Learners.

**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.**

# Goal

Goal #	Description
3	Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
District Attendance Rate	According to the 19-20 CALPADS 14.2 Student Absences Report, the District attendance rate is 96.4%	According to the 20-21 CALPADS 14.2 Student Absences Report, the District attendance rate was 96.6%. Please note the majority of the 20-21 school year was remote learning. 21-22 CAPADS EOY data will be certified in August of 2022; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 21-22 District attendance rate was 90.36%	According to the 2021-22 CALPADS 14.2 Student Absences Report, the District attendance rate was 91.1%. 22-23 CAPADS EOY data will be certified in July of 2023; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 22-23 District attendance rate was 91.1%	According to the 2022-23 CALPADS 14.2 Student Absences Report, the District attendance rate was 92.6%. 23-24 CALPADS EOY data will be certified in July of 2024; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 23-24 District attendance rate was 93.7%	To maintain District attendance rates at or above 96%
Chronic Absentee Rate	According to the 2019 CA School Dashboard, the percentage of chronically absent students were as follows 10.5% of all students 14.5% of socioeconomically disadvantaged students 17.8% of homeless students 16.3% of students with a disability	Due to Senate Bill (SB) 98, state and local indicators were not published for the 2020 CA School Dashboard. According to preliminary data gathered from the A2A District Summary Year-to-Date Report the percentage of chronically absent students for the 21-22 school year is as follows:	According to the 2022 CA School Dashboard, the percentage of chronically absent students were as follows 34.4% of all students 41% of socioeconomically disadvantaged students 45.1% of homeless students 44.9% of students with a disability 37.1% of foster youth	According to the 2023 CA School Dashboard, the percentage of chronically absent students were as follows: 25.3% of all students 31.2% of socioeconomically disadvantaged students 32.9% of homeless students 33.3% of students with a disability 25.9% of foster youth 24.5% English learners	To reduce the percentage of chronically absent students as follows 8% of all students 11.5% of socioeconomically disadvantaged students 14.5% of homeless students 14.5% of students with a disability 8% of foster youth 9% English learners



	9.8% of foster youth 11.2% English learners	22% of all students 27.9% of socioeconomically disadvantaged students 31.8% of homeless students 30.5% of students with a disability 21.9% English learners *Foster Youth attendance rates were not available in the A2A date set	34.5% English learners		
Chronic Absentee Rate Kindergarten	According to Attention 2 Attendance (A2A) 2019-2020 reports, the chronic absentee rate for Kinder students is 20%.	According to Attention 2 Attendance (A2A) 2021-2022 reports, the chronic absentee rate for Kinder students is 35%.	According to Attention 2 Attendance (A2A) 2022-2023 reports, the chronic absentee rate for Kinder students is 40.1%.	According to Attention 2 Attendance (A2A) reports, the chronic absentee rate for Kinder students is 26.59%.	To reduce the chronic absentee rate for kinder to less than 15%.
Middle School Drop Out rate	According to 2019-20 CALPADS report 8.1, there was one middle school drop out.	According to 2020-21 CALPADS report 8.1, the middle school drop out rate was 0.	According to 2021-22 CALPADS report 8.1, the middle school drop out rate was 0.	According to 2022-23 CALPADS report 8.1, the middle school drop out rate was 0.	To maintain a middle school drop out rate of zero.
Expulsion Rate	According to 2019-20 CALPADS report 7.15, there were zero students expelled in Westside.	According to 2020-21 CALPADS report 7.15, there were zero students expelled in Westside. 21-22 CAPLADS data will be certified in August 2022.	According to 2021-22 CALPADS report 7.15, there were zero students expelled in Westside. 22-23 CAPLADS data will be certified in July 2023. Preliminary district data indicates that there were 2 studnets expelled during the 22-23 school year.	According to 2022-23 CALPADS report 7.15, there were zero students expelled in Westside. 23-24 CALPADS data will be certified in July 2024. Preliminary district data indicates that there were 2 students expelled during the 23-24 school year.	Maintain an expulsion rate of zero students
Suspension Rate	According to the 2019 CA School Dashboard, the following percentage of students were suspended at least once: 3.2% of all students 4.4% of socioeconomically disadvantaged students 4.4% of homeless students	Due to Senate Bill (SB) 98, state and local indicators were not published for the 2020 CA School Dashboard. Local data pulled from the Student Incident Profile Report in PowerSchool for the 20-21 school year indicate only 1 suspension as the vast majority of the	According to the 2022 CA School Dashboard, the following percentage of students were suspended at least once: 3.4% of all students 4.5% of socioeconomically disadvantaged students 3.6% of homeless students 6.5% of students with a	According to the 2023 CA Dashboard, the following percentage of students were suspended at least once: 4.1% of all students 5.3%% of socioeconomically disadvantaged students 5.1% of homeless students 6.7% of students with a disability 12.6% of foster youth	To reduce percentage of students suspended at least once as follows: 2.5% of all students 3% of socioeconomically disadvantaged students 3% of homeless students 4% of students with a disability 8% of foster youth 2% English learners

	5.9% of students with a disability 10.8% of foster youth 2.7 % English learners	school year was conducted via distance learning. CALPADS Suspension data for the 21-22 school year will be certified in August of 2022 for the 21-22 CA School Dashboard.	disability 18.6% of foster youth 2.8 % English learners	4.3 % English learners"	
School Discipline	PowerSchool discipline data will track the number of students reporting 5 or more incidents resulting in referrals to administration. Baseline will be established during the 2021-22 school year.	According to Performance Matters YTD reports pulled mid May 2022: 434 Students with 5 or more school rule violations of which 334 were 7th or 8th grade 77 students with 3 or more incidents involving defiance or disrespect of which 66 were 7th or 8th grade 409 students with one or more severe infractions of which 167 were 7th or 8th grade 13 students with one or more incidents involving drugs or alcohol of which 12 were 7th or 8th grade	According to Performance Matters YTD reports pulled end of May 2023: 589 Students with 5 or more school rule violations of which 474 were 7th or 8th grade 46 students with 3 or more incidents involving defiance or disrespect of which 32 were 7th or 8th grade 299 students with one or more severe infractions of which 136 were 7th or 8th grade 9 students with one or more incidents involving drugs or alcohol of which 8 were 7th or 8th grade	According to Performance Matters YTD reports pulled at the end of May 2024: 459 Students with 5 or more school rule violations of which 338 were 7th or 8th grade 40 students with 3 or more incidents involving defiance or disrespect of which 40 were 7th or 8th grade 406 students with one or more severe infractions of which 158 were 7th or 8th grade 17 students with one or more incidents involving drugs or alcohol of which 17 were 7th or 8th grade	Reduce the number of students with 5 or more incidents by a total of 5% over three years
California Healthy Kids Survey Elementary Pupil Engagement & School Climate	In the 2019-2020 CHKS the following was reported for 5th grade 71% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time" 71% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 74% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"	In the 2021-2022 CHKS the following was reported for 5th and 6th grade: 68.5% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time" 60.5% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 73% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"	In the 2022-2023 CHKS the following was reported for 5th and 6th grade: 65% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time" 61.5% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 67.5% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"	In the 2023-2024 CHKS the following was reported for 5th and 6th grade: 64.5% report a feeling of connectedness to the school "Yes, most of time" or "Yes, all of the time" 57.5% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 65% report feeling safe at school "Yes, most of the time" or "Yes, all of the time" 64% report there are social and emotional learning	Maintain or exceed the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" as follows: 75% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time" 75% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 75% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"

	<p>69% report there are social and emotional learning supports “Yes, most of the time” or “Yes, all of the time”</p> <p>In the 2019-2020 CHKS the following was reported for 6th grade</p> <p>69% report a feeling of connectedness to the school “Yes, most of the time” or “Yes, all of the time”</p> <p>63% report there are caring adults in school “Yes, most of the time” or “Yes, all of the time”</p> <p>70% report a feeling safe at school “Yes, most of the time” or “Yes, all of the time”</p> <p>76% report there are social and emotional learning supports “Yes, most of the time” or “Yes, all of the time”</p>	<p>65.5% report there are social and emotional learning supports “Yes, most of the time” or “Yes, all of the time”</p>	<p>64% report there are social and emotional learning supports “Yes, most of the time” or “Yes, all of the time”</p>	<p>supports "Yes, most of the time" or "Yes, all of the time"</p>	<p>75% report there are social and emotional learning supports “Yes, most of the time” or “Yes, all of the time”</p>
<p>California Healthy Kids Survey Middle School Pupil Engagement &amp; School Climate</p>	<p>In the 2019-2020 CHKS the following was reported:</p> <p>62% report a feeling of connectedness to the school “Yes, most of the time” or “Yes, all of the time”</p> <p>63% report there are caring adults in school “Yes, most of the time” or “Yes, all of the time”</p> <p>58.5% report a feeling safe at school “Yes, most of the time” or “Yes, all of the time”</p> <p>29.5% report meaningful participation “Yes, most</p>	<p>In the 2021-2022 CHKS the following was reported:</p> <p>54.5% report a feeling of connectedness to the school “Yes, most of the time” or “Yes, all of the time”</p> <p>53% report there are caring adults in school “Yes, most of the time” or “Yes, all of the time”</p> <p>53% report a feeling safe at school “Yes, most of the time” or “Yes, all of the time”</p> <p>21% report meaningful participation “Yes, most of</p>	<p>In the 2022-2023 CHKS the following was reported:</p> <p>49% report a feeling of connectedness to the school “Yes, most of the time” or “Yes, all of the time”</p> <p>53% report there are caring adults in school “Yes, most of the time” or “Yes, all of the time”</p> <p>46% report a feeling safe at school “Yes, most of the time” or “Yes, all of the time”</p> <p>21% report meaningful participation “Yes, most of the time” or “Yes, all of the</p>	<p>In the 2023-2024 CHKS the following was reported:</p> <p>46% report a feeling of connectedness to the school "strongly agree" or "agree"</p> <p>51% report there is a caring adult in school "agree" or "strongly agree"</p> <p>21% report meaningful participation "strongly agree" or "agree"</p>	<p>Increase the percentage of students reporting “Yes, most of the time” or “Yes, all of the time” as follows:</p> <p>70% report a feeling of connectedness to the school “Yes, most of the time” or “Yes, all of the time”</p> <p>70% report there are caring adults in school “Yes, most of the time” or “Yes, all of the time”</p> <p>65% report a feeling safe at school “Yes, most of the time” or “Yes, all of the time”</p> <p>35% report meaningful participation “Yes, most of the time” or “Yes, all of the</p>

	of the time" or "Yes, all of the time"	the time" or "Yes, all of the time"	time"		time"
California Healthy Kids Survey Parent Engagement & School Climate	In the 2019-2020 CHKS the following was reported: 38 % of parents "strongly agree" school allows input and welcomes parents' contributions 42 % of parents "strongly agree" school promotes academic success for all students 37 % of parents "strongly agree" school is a safe place for my child 31% of parents "strongly agree" school promotes respect of all cultural beliefs and practices	In the 2021-22 CHKS the following was reported: 36 % of parents "strongly agree" school allows input and welcomes parents' contributions 42 % of parents "strongly agree" school promotes academic success for all students 39 % of parents "strongly agree" school is a safe place for my child 31% of parents "strongly agree" school promotes respect of all cultural beliefs and practices	In the 2022-23 CHKS the following was reported: 36 % of parents "strongly agree" school allows input and welcomes parents' contributions 40 % of parents "strongly agree" school promotes academic success for all students 35 % of parents "strongly agree" school is a safe place for my child 28 % of parents "strongly agree" school promotes respect of all cultural beliefs and practices	In the 2023-2024 CHKS the following was reported: 27% of parents "strongly agree" and 40% agree that the school allows input and welcomes parents' contributions 41% of parents "strongly agree" school promotes academic success for all students 34% of parents "strongly agree" school is a safe place for my child 30% of parents "strongly agree" school promotes respect of cultural beliefs/practices	Increase the percentage of parents reporting "Yes, Strongly Agree" 42 % of parents "strongly agree" school allows input and welcomes parents' contributions 45 % of parents "strongly agree" school promotes academic success for all students 41 % of parents "strongly agree" school is a safe place for my child 35% of parents "strongly agree" school promotes respect of all cultural beliefs and practices
California Healthy Kids Survey Staff School Climate	In the 2019-2020 CHKS the following was reported: 46% of staff "strongly agree" there are caring adult relationships 36% of staff "strongly agree" school promotes parent involvement 34% of staff "strongly agree" school promotes opportunities for meaningful student participation 40 % of staff "strongly agree" school is a safe place for students	49% of staff "strongly agree" there are caring adult relationships 37% of staff "strongly agree" school promotes parent involvement 36% of staff "strongly agree" school promotes opportunities for meaningful student participation 39% of staff "strongly agree" school is a safe place for students	43% of staff "strongly agree" there are caring adult relationships 36% of staff "strongly agree" school promotes parent involvement 37% of staff "strongly agree" school promotes opportunities for meaningful student participation 38% of staff "strongly agree" school is a safe place for students	44% of staff "strongly agree" there are caring adult relationships 38% "strongly agree" school promotes parent involvement 36% "strongly agree" school promotes student meaningful participation 38% of staff "strongly agree" school is a safe place for students	Increase the percentage of staff reporting "Strongly Agree" as follows: 50% of staff "strongly agree" there are caring adult relationships 40% of staff "strongly agree" school promotes parent involvement 40% of staff "strongly agree" school promotes opportunities for meaningful student participation 45% of staff "strongly agree" school is a safe place for my child
California Healthy Kids Survey Elementary & Middle School Mental Health	This metric was added in the 21-22 school year; therefore, there is no year 1 Outcome noted. In the 2021-2022 CHKS the following was reported:		This metric was added in the 21-22 school year; therefore this is not data included in the Year 1 Outcome. 23% of 5th and 6th grade	This metric was added in the 21-22 school year; therefore this is not data included in the Year 1 Outcome. 24% of 5th and 6th grade students reported Frequent	

	23.5% of 5th and 6th grade students reported Frequent Sadness “Yes, most of the time” or “Yes, all of the time.” 35.5% of middle school students experienced chronic sadness/hopelessness in the past 12 months 15% of middle school students considered suicide in the past 12 months		students reported Frequent Sadness “Yes, most of the time” or “Yes, all of the time.” 33.5% of middle school students experienced chronic sadness/hopelessness in the past 12 months 14.5% of middle school students considered suicide in the past 12 months	Sadness “Yes, most of the time” or “Yes, all of the time.” 33.5% of middle school students experienced chronic sadness/hopelessness in the past 12 months 14% of middle school students considered suicide in the past 12 months	
Parent Participation in Parent Teacher Conferences	Baseline for the percentage of parents participating in parent teacher conferences will be established during the 2021-22 school year.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2021-2022 school year totals 5,819, which includes 4,575 elementary student conferences and 1,244 middle school conferences.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2022-2023 school year totals 6,281, which includes 4,623 elementary student conferences and 1,658 middle school conferences.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2023-2024 school year totals 7,318, which includes 5,255 elementary student conferences and 2,063 middle school conferences.	100% of parents of low performing, low income, English learner, and foster youth will be invited and highly encouraged to attend parent teacher conferences. Parent participation rates will be established during the 2021-22 school year with a goal of increasing parent participation rates annually.

## Goal Analysis

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

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

The following section is divided up into actions that were fully implemented, and partially implemented. Actions partially implemented and on hold are considered actions with a substantive difference. The brief descriptions may include challenges to implementation.

The following actions are considered to be fully implemented:

Action 1: School Climate and Safety Survey

The CHKS survey was administered towards the end of February and the beginning of March. The survey includes opportunities for students, parents, and staff to provide feedback on the school environment and safety on campus.

**Action 2: Anonymous Reporting System:**

The anonymous reporting system, Stopit, is available on all school campuses. Reports are sent directly to administrative staff and may include a variety of incidents, such as bullying, vandalism, student behavior, suicidal ideation, and self-harm.

**Action 4: Implementing Systems for Academic, Behavior, and Social Emotional Support**

A full team of counselors, 14 in total, is employed across the District. Both comprehensive middle school sites and one large elementary site serving students from a domestic violence shelter and homeless shelter have two counselors. The remaining elementary sites and two transitional kindergarten through 8th grade schools have one counselor. The counseling program embeds the American School Counselor Association (ASCA) framework, which focuses on College and Career Readiness, attendance, academics, and social-emotional competency. This is a framework that embeds a multi-tiered system of support specifically designed to use data to address underperforming student groups.

**Action 6: Intensive Behavior Support**

Behavioral Specialists provide consultation and training to district staff relating to improving behaviors of students with behavioral challenges. The behaviorist also assists teachers with developing classroom management strategies that lead to improved positive classroom culture, this also extends to the overall culture/community of the school site. The behaviorist also works with students experiencing social-emotional crisis, assisting them with developing appropriate strategies to develop positive behavioral and emotional responses to situations. Additionally the behaviorist provides consultation and training to assist parents to develop effective and positive parenting strategies in order to reduce parent vs child conflict which interferes with the educational process.

**Action 8: Access to a Co-located CSW**

The action is fully implemented with the support of a CSW from the Department of Child and Family Services (DCFS). The District continues partnering with DCFS even though the foster student caseload was smaller this year at Sundown and Quartz Hill.

**Action 9: School-Based Mental Health Services**

All school sites in the district receive support from a School Based Mental Health service provider at no cost to the District. Students must be eligible for Medi-Cal to receive services. There were times of interrupted service at school sites because of agency staffing and open service spots for children, which is noted as a challenge in full implementation.

**Action 10: Health Services**

Each school site is staffed with full-time health staff (Registered Nurse and/or Licensed Vocational Nurse) to address the medical/health needs of the school sites.

**Action 11: Addressing Barriers to Student Attendance**

A Community liaison is staffed to oversee five attendance liaisons. The team monitors attendance from the manageable to chronic absentee levels, and they continually connect with families to address potential barriers impeding attendance. The team is now fully trained to begin workshops for parents to address challenging student behaviors. This action expanded to include an additional attendance liaison to specifically address chronic absenteeism for transitional kindergarten and kindergarten students. This expansion allowed for additional and personal conversations with families on both the importance of attendance and the legality of attendance when a student turns 6 years of age.

**Action 12: Building Social Emotional Competency**

The Boys Town Educational Model continues to be implemented across the District. Boys Town consultants visited all participating schools four times (quarterly) throughout the school year. Two initial implementation trainings were provided this year for new classified and playground employees. Additionally, the social emotional learning program, Leadership Development Through Physical Education (LDTPE), is funded within this action. Professional

development was implemented for physical education teachers, since the program is initially taught through PE.

**Action 13: Building Self-Efficacy Through Experiences**

This action supports the curriculum, Leadership Development Through Physical Education (LDTPE). Students apply their skills at an all day 6th grade day camp. Approximately 1,000 students attended the All It Takes Camp in the spring of 2024.

**Action 14: Parent Engagement with the SEL Curriculum**

This action took place in the spring in which 30 parents had the opportunity to attend an all day parent workshop. They experienced components of the social emotional learning curriculum, Leadership Development Through Physical Education, just as the 6th grade students would at their day camp, which is described in Goal 3 Action 13.

**Action 15: Application of Professional Development for Certificated Staff**

Teachers attended a wide variety of professional development offered at the Westside Summer Institute, which included evidence-based Kagan strategies for English learners, Thinking Map Foundations, Illustrative Math, ViewSonic board operation, supplemental curriculum training, new teacher onboarding, Creative Curriculum Training, LDTPE workshop for physical education teachers, Ready Rosie K-2, AI's Pals, and AVID Foundations.

**Action 16: Application of Professional Development for Classified**

Classified employees participated in a wide variety of training opportunities, which included two days of recess PlayWorks implementation for playground and CCAs; recess reboot at each school site; the CSEA 3-day conference (14 people); Non Conflict Intervention training (Oct.); AVID tutor training; and best practices for supporting translation services.

**Action 17: (Paraprofessionals) Access to the Curriculum for Students with Special Needs**

Instructional assistants are working with our students with special needs to assist students with accessing the curriculum in the classroom. They also work to support students social emotional needs in the classroom as well as in all areas of the school. One identified challenge is a shortage of staff applying, which results in unfilled positions.

**Action 18: Tier III Crisis paraprofessionals**

Three instructional assistants have been trained at a higher level and work closely with the behaviorist to assist with implementing positive behavior support strategies for students experiencing social-emotional crisis. These assistants are also trained to collaborate with the teachers and site staff on improving classroom behavioral strategies.

**Action 19: Elementary Physical Education and Paraprofessionals**

Physical Education teachers were employed across the District. Elementary sites have an additional paraprofessional that works alongside the certificated teacher to assist with full engagement.

**Action 20: Playground and Crossing Guards**

Playground and crossing guards are employed across the District. One area of challenge is maintaining employment and unfilled positions across all schools.

**Action 21: Supplemental Support Staff to Address SEL and Trauma**

Paid counseling interns have worked at the highest poverty schools as an additional support for unduplicated student groups. A total of 5 paid counseling interns supported counselors throughout the year to specifically address the needs of unduplicated student groups.

Actions Partially Implemented:

**Action 3: Professional Development to Address Inequitable Barriers**

This action was partially implemented. Several administrators participated in professional development to address inequitable barriers; however, some administrators were unable to attend. Therefore, there are funds that were not fully expended.

**Action 5: Targeted and Intensive Supports for Foster Youth**

Counselors at each school site support foster students in a variety of programs, such as small group supports, consistent check-ins, and or individual support. The majority of the resources needed were embedded and funded in other actions within the LCAP; therefore, this action was partially implemented. This service will be absorbed in another action moving to the 2024-2025 school year.

**Actions 7: Promoting Positive Social and Emotional Competency**

Campus Climate Assistants (CCAs) are staffed at each school site. This is a team of support staff that work in conjunction with the school counselor to address on-the-spot support for students during unstructured times. The staff works with students to build skills to de-escalate situations and conflicts during play. Additionally, the staff provides structured and inclusive activities on the playground as well as other activities for students that need a quieter space during recess and lunch. This action was expanded to include a third Campus Climate Assistant at the two comprehensive middle schools to manage de-escalating behaviors. Additional changes to this action were not fully implemented. The intention of an additional expansion was to increase Campus Climate Assistants to be available not only during unstructured play but during class time so that they could interact and work with students on-the-spot in character development opportunities. However, this requires a revision to the job duty, which is a negotiated item. Therefore, this was partially implemented.

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

The following actions indicate a material difference of either 20% or \$200,000 between budgeted expenditures and estimated expenditures:

**Action 3: Professional Development to Address Inequitable Barriers**

The unspent material difference is due to a reduction of staff participating in off-site professional development.

**Action 5: Targeted and Intensive Supports for Foster Youth**

The unspent material difference is due to an overlap of actions in the LCAP. Moving to 2024-2025, this action will be eliminated and additional supplies will be combined with Goal 3 Action 4 to avoid overlap.

**Action 7: Promoting Positive Social and Emotional Competency (CCA)**

The unspent material difference is due to a number of factors including unfilled positions, staff turnover, and a reduction in scope and hours of this service.

**Action 12: Building Social Emotional Competency**

The unspent material difference is due to consultant costs.

**Action 13: Building Self-Efficacy Through Experiences**

The increase in expenditures for this action is due to the cost of consultants from LDTPE working with the physical education staff.

**Action 14: Parent Engagement with SEL Curriculum**

The unspent material difference is due to fees for camp as well as consultant costs.

**Action 15: Application of Professional Development for Classified**

The unspent material difference is due to a reduction of classified staff participating in optional classified professional development.



Action 17 (Paraprofessionals) Access to the Curriculum for Students with Special Needs

Action 18 Tier III Crisis Paraprofessionals

The entire expenses for Action 17 and 18 were logged in Action 18 when the 2023-2024 LCAP was completed. These expenses should have been delineated. Therefore, a material difference is evident in both actions.

Action 21: Supplemental Support Staff to Address SEL and Trauma

The material difference of unspent funds is both a result of the time needed to amend MOUs with the universities that the paid counselors are attending as well as a lack of qualified interns applying for this service.

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

Overall, the actions in Goal 3 were effective in making progress toward the overall broad goal. The majority of actions were implemented at a higher level compared to the previous two years in the LCAP cycle. Progress toward the goal as well as strengths and challenges are identified. The actions are grouped by theme.

Social Emotional Learning and School Connectedness

Action 1: School Climate and Safety Survey

Action 12: Building Social Emotional Competency

Action 13: Building Self-Efficacy Through Experiences

Action 14: Parent Engagement with SEL Curriculum

Action 19: Elementary Physical Education and Paraprofessionals

Action 1 includes the tool, the California Healthy Kids Survey (CHKS), the California School Parent Survey (CSPS), and the California School Staff Survey (CSSS). Participation in the survey totals 628 students in grades 5th and 6th, 1,439 7th and 8th grade students, 602 parents, and 537 staff members. Participation rates have remained steady over the last three years.

The District uses the annual survey to measure school connectedness and a safe and supportive school climate. The data reported in the CHKS indicates a continued need to develop student interpersonal and intrapersonal skills. This data correlates to the results in the area of attendance and suspensions on the CA Dashboard, since a higher rate of students motivated and connected to school are most likely to attend school regularly without serious incidences of behavior. Additionally, some schools continue to see higher levels of suspensions in the current year due to vandalism and student to student conflict.

The CHKS data, Year 3 Outcome data in Goal 3, shows a decline of 3% of students feeling connected to school; a decline of 2% of students reporting a caring adult in school; a decline of 5% of students feeling safe at school; and 21% of students reporting meaningful participation in school, which is neither a decrease nor an increase.

The CHKS survey data reviewed remains a concern, since the data has yet to reach the positive trends prior to the health crisis. In researching further, the team reviewed the longitudinal risk assessment data completed across the District. Risk assessments are conducted by the counselors or psychologists when a student may be exhibiting signs of harm to themselves or others, and it is a well-integrated component of the wellness support within the counseling program. The following data was reported with positive trends showing that students identified with risks and needs were addressed at the school site. While this data does not negate the CHKS survey, it does inform the District that students may feel a reduction in trauma and stress impacting their lives. Additionally, with the increase of counselors and paid interns, challenges are handled quickly before issues become serious.

\* The total number of risk assessments in 2022-2023 was 176 and the total number of risk assessments reported in 2023-2024 total 112

\* The total number of suicide risks in 2022-2023 was 138 and the total number of risk assessments reported in 2023-2024 total 85

In comparing the California School Parent Survey results over the last three years of the LCAP cycle, the identified areas noted in the metrics have not changed substantially. The data for the 2023-2024 school year is listed below alongside the comparison of the desired outcome within the LCAP cycle.

\* With the desired outcome to be 42%, the 2023-2024 data indicates that 27% of parents "strongly agree" school allows input and welcomes parents' contributions

\* With the desired outcome to be 45%, the 2023-2024 data indicates that 41% of parents "strongly agree" school promotes academic success for all students

\* With the desired outcome to be 45%, the 2023-2024 data indicates that 34% of parents "strongly agree" school is a safe place for my child

\* With the desired outcome to be 35%, the 2023-2024 data indicates that 30% of parents "strongly agree" school promotes respect of all cultural beliefs and practices

The reflection of the CHKS data informed the implementation of actions providing social emotional learning lessons and opportunities. The effectiveness of Actions 12, 13, 14, and 19 are addressed together as they all support the social-emotional learning curriculum and the Leadership Development Through Physical Education (LDTPE) program, which is the social-emotional learning curriculum for 4th, 5th, and 6th grade students across the District during PE. Challenges with full implementation of this program include building the capacity of the physical education department, which the team agrees has had a major impact on the outcomes of this program. Many of the staff members hired are working within only a few years in their teaching profession. Professional development was in place to support the development of this program, which included consultants and two coaching cycles to monitor and reflect on progress. The LDTPE curriculum is grounded in foundational relationships with adults and peers, and mastery of the curriculum will take time and practice. These challenges impose barriers to full implementation; however, the District reasonably anticipates that this program will impact student motivation and school connectedness moving forward.

The District was successful in providing every 6th grade student the opportunity to participate in the leadership camp (Action 13), which is an extension of the LDTPE SEL curriculum. At camp students used the Notice - Choose - Act framework to address problematic issues that are impeding the school community's ability to promote a positive and safe school culture. The experience allowed students to practice teamwork, problem solve, communicate, and learn the art of apologizing. The 6th grade teachers attend the day camp with their students, and the feedback is overwhelming positive that students are learning to build trusting relationships. This action was fully implemented and is scheduled to continue in the 2024-2025 school year.

The District was also successful in bringing back the parent day at camp. And, just as the students learn through collaboration, the parents work together on team building and communication skills they can use with their children. Approximately, 40 parents attended the day camp. The event always challenges parents emotionally and creates a bond with other parents. This action was fully implemented and the District intends to continue this action in the 2024-2025 school year.

The Boys Town Educational Model was implemented across the District as part of Action 12. Consultants visited all participating schools four times (quarterly) throughout the school year. Two initial trainings were provided this year for new classified and playground employees; however, due to the inconsistency during the health crisis, there still remains a gap in trained staff. Boys Town is an additional layer of skill development that teaches students to respond in a consistent and respectful manner. This program is particularly effective with our younger elementary students.

As a result of the reflection of this data review, the District has created Goal 4, which includes the opportunity to strengthen parent communication and engagement in the school setting. Additionally, the District will be implementing PlayWorks to address social emotional needs and connectedness during unstructured times. Upon reflection, data from the CA Dashboard Campus Climate Indicator notes high rates of suspension. Therefore, the District intends to continue with these actions while also layering additional services through PlayWorks. With an intentional change in unstructured playground time in conjunction with the actions described above, the District reasonably expects to see a change in the CHKS, CSSS, and CSPA results as well as suspension rates.

## Addressing Barriers to Learning

Action 3: Professional Development to Address Inequitable Barriers

Action 15: Application of Professional Development for Certificated Staff

Action 16: Application for Professional Development for Classified

The focus on professional development in Goal 3 is to address barriers that hinder the overall growth and development of the whole child. Highly trained staff can have a positive impact on student absences, suspension rates, school discipline, and dropout rates. Based on reflection of measurable outcome data, the District will continue these actions and make adjustments to training opportunities to impact change.

Site administrators were able to attend professional learning specifically addressing the Responses to Intervention (RTI) framework and strategies to address barriers to education through ASCA sessions. The impact of this work is continually documented in the WASC self-reflection review process. The WASC team noted strengths in the use of data to drive programs and practices through the use of a continuous improvement model, appropriate time and efficiency in the development of Professional Learning Communities, as well as alignment of services across the school sites. The evaluation teams also suggested the continuance of training in monitoring RTI and PBIS as well as additional monitoring systems of collaboration for PLCs and/or data teams.

The results of certificated training (Action 15) is evident in the positive trends in the NWEA local assessment data. The District expects to see the results reflected in the CA Dashboard academic indicators for both ELA and math. Areas of professional development for certificated staff that proved effective include:

- \* Ongoing support from the New Teacher Support Program staff, which included designing lessons, planning and evaluating student work, and implementation of evidence-based strategies for unduplicated student groups.

- \* AVID training for 31 teachers in the spring to introduce teachers to high-impact strategies in the areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)

- \* Practice and planning in the supplemental math curriculum, Illustrative Math

- \* Thinking Maps training as a strategy to provide access through a developed writing framework to organize themes and ideas

- \* CORE Reading training, which is an extensive program of 40 hours, that includes intensive learning in pre-reading skills and comprehension

- \* Use of the ViewSonic board systems to create enhance student interaction and engagement

- \* The use of Kagan evidence-based strategies to engage English learners

Professional development for classified instructional aides, playground supervisors, and Campus Climate Assistants is optional and in the past few years is not always well attended. However, the PlayWorks workshop with playground staff and Campus Climate Assistants was well attended and is showing a solid impact across the District. This program lays out structured activities with rules and systems for safe and interactive play during recess and lunch. Preliminary data is demonstrating that this program is leading to a reduction of infractions during these times. Therefore, resulting in a decrease in suspensions and consequences and an increase of students remaining in the learning environment. PlayWorks staff development will continue in the 2024-2025 school year as a contributing action.

14 classified staff members were also able to attend the CSEA off-site conference in southern California. This is an increase of classified staff members able to attend, and the District will continue to support this action. This conference provides exposure to learning, which includes mental health, engaging students through the use of instructional strategies, de-escalation techniques, and self-care to name a few.

## Chronic Absenteeism

Action 11: Addressing Barriers to Student Attendance

Five attendance liaisons and a community liaison were hired as a part of Action 11. The team received training on how to address barriers with families to increase consistent attendance for students from transitional kindergarten through 8th grade. For students younger than 6 in transitional kindergarten and kindergarten showing a pattern that may continue to develop into chronic absenteeism, one attendance liaison works to build relationships with these parents. They inform parents of the legalities of attendance and provide instructions on how to verify an absence. It is the work of this liaison to assist parents in

building positive student attendance trends, since historically these grade levels have a high percentage of chronic absenteeism. As indicated in the A2A Attendance reporting system, the average kindergarten chronic attendance rate is approximately 26.59% , which is an improvement from the 2022-2023 school year. Additionally, the District estimates an increase of 1.3% in the District average daily attendance rate.

The attendance liaisons conduct home visits to locate students and assist parents if students are exhibiting anxiety as a result of coming to school. When families cannot be located, the team works with the local law enforcement to conduct wellness checks at the student's home.

Barriers addressed by the attendance team for low income students included providing school supplies and backpacks, hygiene kits, Chromebooks and hotspots, bus passes, information on local resources, and connections to resources at the school site. Building relationships with families is a key component of this action, and the team works in conjunction with the vice principals. As a result of this work, over 3,000 attendance conferences have been conducted.

As of the end of April, the A2A Dashboard identifies the following compared to the data noted in the 2022-2023 LCAP:

- \* 954 students with excellent attendance compared to 779 students in 2022-2023, which is an increase of 175
- \* 3,696 students have satisfactory attendance compared to 3,376 students in 2022-2023, which is an increase of 320
- \* 2,777 students have manageable attendance compared to 3,370 students in 2022-2023, which is a decrease of 593
- \* 1,521 students are identified with chronic attendance compared to 1,795 students in 2022-2023, which is a decrease of 593
- \* 306 students are identified with severe chronic attendance compared to 497 students in 2022-2023, which is a decrease of 191

The 2023 CA Dashboard Attendance Indicator notes 25.3% of students are chronically absent, which is a decline of 9.2% from the 2022 CA Dashboard. With the positive trends in attendance, the District reasonably expects the Attendance Indicator to continue to show a decrease in chronically absent students. Internal systems show an increase in parents verifying absent students. So, there is a continuing movement from unexcused to verified absences. This effective action will continue in the 2024-2025 LCAP.

#### Supplemental Supports

Action 2: Anonymous Reporting

Action 4: Implementing Systems for Academic, Behavioral, and Social Emotional Support

Action 21: Supplemental Support Staff to Address SEL and Trauma

Action 9: School-Based Mental Health Services

Action 7: Promoting Positive Social Emotional Competency

The Anonymous Reporting system (Action 2), Stopit, is provided to all students across the District. Counselors and administrators facilitate a conversation with students annually on how to initiate an online referral. Reports for the 2023-2024 school year total 192 reports, which include 32% bullying/cyberbullying, 20% other incidents, 16% drug use including alcohol and vaping, 8% harassment or intimidation, 4% abuse, 4% hate crime or discrimination, 3% anger, 3% vandalism, 3% inappropriate conduct, 3% self-harm, 2% violence, and 2% theft. The system allows for reporting and a two-way conversation with an administrator, counselor, or psychologist. The alerts are handled as soon as possible, and the program includes high-risk alert phone calls made to the District contact 24 hours/day. Serious incidents may result in law enforcement wellness checks, risk assessments, and threat investigations. This action will continue as it is effective in meeting high-risk incidences in a timely manner.

The District employs 14 counselors. Each elementary school has one full-time counselor with the exception of Sundown and Leona Valley. Sundown has an increase of two counselors since this is considered a higher poverty school and includes students from two shelters. Leona Valley is a very small school of less than 100 students; therefore, this counselor is co-located between Anaverde Hills and Leona Valley. In 2021-2022, the District increased the counseling staff to two at the comprehensive middle schools, Hillview and Joe Walker. The team of counselors works collaboratively across the District, and the comprehensive program is founded in the American School Counselor Association (ASCA) framework, which supports attendance, academics, and behavior. Five out of twelve schools will be recognized with RAMP (Recognized ASCA Model Program) certification in the summer of 2024 for implementing the elements of the ASCA framework at a high level. The team's work is centered around the analysis of data to inform lessons and small group instruction. An

additional three schools (Quartz Hill Elementary, Valley View Elementary, and Anaverde Hills) are preparing to apply for RAMP certification in the fall of 2024.

The counseling team presents calibrated Tier I lessons in every classroom in all grades on topics such as time management, regulating emotions, utilizing coping skills, academic goal setting, and A-G high school requirements. The hundreds of lessons presented result in face-to-face contact between the counselors and students each month. Thereby, increasing the proactive supports for low income students. All lessons are connected to the mindsets and behavior ASCA standards, and the majority of lessons include pre and post student assessments, which measure the impact of the lesson content. Tier II lessons are conducted each quarter and focus on attendance, academic goal setting, NWEA goal setting, regulating emotions, and conflict resolution. Tier II, six to eight week lessons, consist of small groups of students that have an increased need for support and regular check-ins. A sampling of middle school students were provided a survey, and the counseling lessons that had the highest impact included topics on the meaning of words, A-G high school requirements, self-control, and bullying.

The inappropriate use of social media continues to stem conflict on school campus, so 4th, 5th, 7th, and 8th grade students received an informative assembly on how to be a proactive first responder. In the 2024-2025 school year, it is the District's intention to continue this as an annual assembly for all 4th grade and 7th grade students. The assembly provider from I Can Help, worked with students on the legalities and appropriateness of comments on a wide variety of social media apps. The response from students was overwhelming positive, and during the smaller student workshops, students opened up with the presenter on social media issues. They were provided ideas on how to combat inappropriate social media and how to stand-up for others to stop potential conflicts that may include bullying and shaming. It is the District's belief that proactive work with students on social media will increase positive behavior on school campus.

The District works with agencies across the valley to provide School-Based Mental Health Services (Action 9). The providers serve at no cost to the District and students are eligible if they are qualify under Medi-Cal. At times services were interrupted during the year because of agency staffing and an insufficient number of open spots. Adequate mental health resources continues to be a challenge across the Antelope Valley. Approximately, 150 students were referred for services; however, the number of children receiving services may be lower due to the families not completing the registration process and/or a lack of availability.

Action 21 includes the use of paid counseling interns to support the work of the counselors, specifically on the school sites with the highest low income percentages. 5 paid interns were in place during the 2023-2024 school year. Their work was supervised by the full-time counselor at the site, and they had the opportunity to work alongside and develop lessons and presentations for students. The paid interns were invited to participate in the counselors' collaborative sessions. This action allowed for increased support on identified campuses; therefore, it was effective and will continue in the 2024-2025 LCAP.

#### Foster Youth

Action 5: Targeted and Intensive Supports for Foster Youth

Action 8: Access to a Co-located CSW

Action 5 supported supplemental items to support the needs of foster youth. Because this action overlapped with other actions, this service will be eliminated in the 2024-2025 school year.

Action 8 supports a co-located CSW, which was brought about through collaboration with the District and DCFS. The CSW is assigned foster youth at both Sundown Elementary and Quartz Hill Elementary. With fluctuating foster youth in the area, the consistency of this service has been a challenge. The District will continue to evaluate the effectiveness of this service moving forward; although, the students that are still enrolled and benefiting from this service show positive impact. Therefore, our partnership with DCFS and the co-located CSW will continue.

#### Additional Supports

Action 6: Intensive Behavior Support

Action 10: Health Services  
Action 17: (Paraprofessionals) Access to the Curriculum for Students with Special Needs  
Action 18: Tier III Crisis Paraprofessionals  
Action 20: Playground and Crossing Guards

These actions are grouped together as they all include support personnel that assist in meeting the needs of our students. Action 6 includes a full-time behaviorist and three consultants that provide training to District staff related to behavioral and emotional challenges, which may result in challenges linked to trauma due to poverty, homelessness, or foster situations. The behaviorists assist teachers with developing classroom management strategies that lead to improved positive classroom culture, which extends to the overall culture and community of the school site. Students work with the team of behaviorists to gain strategies to develop appropriate and positive emotional responses to situations. Additionally, the behaviorists provide support to parents in developing parenting strategies in order to reduce conflict. The work of the team of behaviorists is highly effective and will continue in the 2024-2025 school year.

Action 10, Action 17, Action 18, and Action 20 are all services that include staff across the District. The support provided impacts all students, which includes registered nurses and licensed vocational nurses, paraprofessionals working with students with special needs within the classrooms and during unstructured times, playground supervisors, and crossing guards. All of these actions will continue in the 2024-2025 school year as they provide effective student services including access to programs in the classroom and safety on campus.

### 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.

Actions to be removed, revised, or moved to another Goal in the 2024-2025 LCAP include the following:

Action 3: Professional Development to Address Inequitable Barriers

This action will expand to include increased coaching and on-the-spot support to administrators and certificated staff, which will include evaluation of tiered systems within classrooms and across the campus, analysis of best-practices to support unduplicated student groups, strategic planning for intervention services, and planning. The title of this action will change to Addressing Inequitable Barriers.

Action 5: Targeted and Intensive Supports for Foster Youth

This action will be embedded within Action 4 in Goal 3 since this action is considered an overlap of services.

Action 7: Promoting Positive Social and Emotional Competency (CCA)

This action will expand to include additional hours for the CCAs to support unstructured play for an extended period of time to allow for uninterrupted support.

Action 10: Health Services

Action 19: Elementary Physical Education Paraprofessionals

Action 20: Playground and Crossing Guards

These actions will move to Goal 1 since the services are more appropriately aligned to the tiered base supports outlined in the Goal 1 description.

Action 11: Addressing Barriers to Student Attendance

Action 14: Parent Engagement with SEL Curriculum

These actions will move to the newly developed Goal 4 since they more appropriately support parent engagement and communication.

With the addition of Goal 4 (Promoting Community Partnerships), the following metrics have been moved from Goal 3 to Goal 4:

District Attendance Rate

Chronic Absentee Rate  
Chronic Absentee Rate Kindergarten  
California Healthy Kids Parent Survey Engagement  
California Healthy Kids Parent Survey School Climate  
Parent Participation in Parent Teacher Conferences  
Middle School Drop Out Rate

**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](mailto: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
Westside Union Elementary	Kristin Gellinck-Frye Director of Special Programs	k.gellinck-frye@westside.k12.ca.us 661-722-0716

## Plan Summary 2024-2025

### General Information

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

The Westside Union School District (WUSD) is in the Antelope Valley in northern Los Angeles County, approximately 60 miles northeast of Los Angeles. The urban-rural district, encompassing 360 square miles, serves the communities of West Lancaster, Quartz Hill, West Palmdale, and Leona Valley. Known for its robust aerospace industry, the Antelope Valley is home to Lockheed Marten, Boeing, Northrop Grumman, Scaled Composites, and BAE Systems who work closely with Edwards Air Force Base and NASA's Armstrong Flight Research Center.

The Westside community is quite diverse. Many area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skills areas, agriculture, transportation, and allied people services. Many residents commute to the greater Los Angeles area for employment. However, in many areas of the district, substantial numbers of residents are employed in minimum wage jobs.

Over 9,200 students are served by six neighborhood elementary schools (Esperanza, Quartz Hill, Rancho Vista, Sundown, Leona Valley, and Valley View), serving students in Transitional Kindergarten (TK) through 6th grade; two middle schools (Hillview and Joe Walker) which service students in the 6th, 7th and 8th grades; and two schools (Anaverde Hills and Del Sur) which serve students from TK through 8th grade. Additionally, Anaverde Hills school began transitioning their middle school program during the 23-24 school year to Hillview, which will eventually change their service model to TK through 6th grade. The remaining two schools are considered schools of choice (Gregg Anderson Academy with a STEM curricular focus and the IDEA Academy @ Cottonwood with a STEAM focus). Sixth grade students at Hillview and Joe Walker are members of 6th grade academies, also programs of choice. With the expanding student qualification and enrollment dates, the Transitional Kindergarten program continues to increase in size at elementary sites. Leona Valley and Gregg Anderson do not currently have a Transitional Kindergarten program.

Within the last few years, including the time span of the COVID health crisis, the District observed a drop in enrollment of approximately 800 students from the 2019-2020 school year. Some families have moved out of the area, including out of state, while others have opted to enroll their students in other home school programs. The District continues to operate in-person instruction with the Long-term Independent Study program fully collapsed during the 2023-2024 school year. The District continues to see small increases in enrollment over time as new construction in the housing industry brings new families to the area.

55% of the District's students are Hispanic; 24.6% white; 9.7% African American; 2.4% Asian; 1.5% Filipino; 6.1% identify as two or more races; American Indian .2%; and approximately 1% other racial groups. Approximately 58% of students are identified as low income; 7.1% English Learners; 1.7% foster youth; and 680 (7%) students meet the criteria to be considered homeless. The District's current Unduplicated pupil Percentage is 58.19% for the current year and the rolling average over 3 years is 57.95%. 1,352 (15%) of students receive some form of special education support, and 60 students meet the district's Gifted and Talented (GATE) criteria.

The District provides a strong curricular program. In addition to its core curricular content, Advancement Via Individual Determination (AVID), both elementary and secondary, is an integral component of the District's academic offering. Project Lead the Way, a nationally recognized engineering program, has been implemented at the comprehensive middle school sites. Currently, middle school students at Del Sur, Hillview, and Joe Walker can participate in a variety of elective courses including Art, Advanced Art, Band, Computer Lab, Home Economics, Culinary and Consumer Science, Tech Lab, Advanced Tech Lab, and Woodshop. Career exploration is integrated into most core academic classes. All Westside school sites are currently WASC accredited.

Counselors, school psychologists, behaviorists, school nurses, specialists in Speech/Language/Hearing and adaptive physical education teachers are available to provide a wide variety of support services for students. The District also partners with community mental health agencies to provide school-based mental healthy support services to eligible students.

There are no schools within the District that qualify for Equity Multiplier funds, and there are no schools identified as Comprehensive Support and Improvement (CSI).

## Reflections: Annual Performance

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

The following includes a reflective description on student progress and success based on the CA School Dashboard, including Local Indicators, and local measures. This section is divided into the results on the CA Dashboard for both the LEA and school site levels; the results of local measures on the NWEA MAP Growth assessment for both Reading and Math; the feedback on the site level WASC review process; and additional District highlights.

### 2023 CA Dashboard - LEA

District wide student groups with the lowest performance levels on the 2023 CA Dashboard are listed by Indicator.

**Suspension Rates:** Students in kindergarten through 8th grade that have been suspended for at least one aggregate day in a given school year.

Students suspended multiple times or for multiple days are counted once.

\* Student groups include African American, Students of Two or More Races, and Students with Disabilities

**Academic Performance in English Language Arts:** Student groups scoring at the lowest performance on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually in grades 3 through 8.

\* Student groups include Foster and Students with Disabilities

**Academic Performance in Math:** Student groups scoring at the lowest performance on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually in grades 3 through 8.

\* Student groups include Foster and Students with Disabilities

At a District level, areas of maintenance and/or positive growth include ELA (maintained 1.7 points), Math (increased 6.1 points), Chronic Absenteeism (decline of students chronically absent 9.2%), and English Learner Progress on the ELPAC (50.2% making progress towards English language proficiency - increase of 7.9%).

The student participation rate on the 2022 ELPAC was well above 95%. The student participation rate for the CAASPP is also above 95% at all schools. The CA Dashboard also includes local indicators including Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. All local indicators are at a Standard Met status.

The included chart identifies individual schools within the LEA that received the lowest performance level on one or more state indicators, any student group within the LEA that received the lowest performance level on one or more state indicators, and any student group within a school within the LEA that received the lowest performance level on one or more state indicators. This information is based on the outcomes noted on the 2023 CA Dashboard. As part of the chart, goals and actions listed within the LCAP that support underachieving student groups are listed in an adjacent column.

2023 CA Dashboard - Site Level Overview by Student Group

Overall analysis presents Students with Disabilities in red across the District 20 times. 14 times in the Academic Indicator for math and/or ELA, 5 times in the School Climate Indicator (suspensions), and 1 time in the Pupil Engagement Indicator (Chronic Absenteeism). 9 out of 12 schools identify Students with Disabilities performing at the lowest levels. The results align to the District's identification as a district in Differentiated Assistance for students with a disability. A summary of work to address this area is written in the Reflections: Technical Assistance prompt.

The Socioeconomically Disadvantaged student group is identified 6 times at school sites, which includes 3 times within the School Climate Indicator (suspensions), 2 times in the Academic Performance Indicator for ELA and/or math, and 1 time in Chronic Absenteeism. Three of the six identified were at Leona Valley, which housed the Long-Term Independent Study program in 2022-2023. That program was discontinued in the 2023-2024 school year.

The African American student group is identified 14 times at all sites across the District, which includes 5 times in the Academic Performance ELA and/or Math, 5 times in the School Climate Indicator (Suspension), and 4 times in the Pupil Engagement Indicator (Chronically Absent).

The Hispanic student group is identified 4 times in the Academic Performance Indicator for math, 2 times in the Pupil Engagement Indicator (Chronically Absent), and 1 time in the School Climate Indicator (Suspension).

The Foster student group is identified 1 time in the School Climate Indicator (suspension rates).

Students identified as Two or More Races are noted 7 times. 4 times in the School Climate Indicator (Suspension Rates) and 3 times in the Pupil Engagement Indicator (Chronically Absent).

Students identified as White are listed 2 times in the School Climate Indicator (Suspension Rates).

The All Student group is identified a total of 4 times. 3 in the area of School Climate (Suspension) and 1 time in the Academic Performance Indicator for math.

English Learners are identified a total of 4 times, which include 1 time on the English Learner Performance Indicator, 2 times on the Academic Indicator for math, and 1 time on the School Climate Indicator (suspension rate).

The Homeless Student group is identified a total of 6 times, which include 4 times in the School Climate Indicator (suspension rates), 1 time in Pupil Engagement (chronic absenteeism), and 1 time in the ELA Academic Indicator.

#### Results of Local Measures - NWEA MAP Growth - Reading and Math

The District has continued to demonstrate success with the implementation of the NWEA MAP Growth and Reading Fluency assessments three times a year as a local measure of academic progress. District wide participation rates continue to exceed 95%. Based on a review of local district NWEA MAP assessment data, student achievement percentile increases maintains an area of strength. The average student median achievement growth percentile for all students across the District was an average percentile growth of 6 in reading and 8 in math.

The median conditional achievement percentiles on NWEA (MAP) in reading for all students are listed below. In reviewing growth over time in the same cohort of students achievement percentiles are generally increasing. Students begin taking the NWEA Reading in 1st grade; therefore, 1st grade will have one percentile cohort score, 2nd grade will have two percentile cohort scores, and 3rd grade and beyond will have three percentile cohort scores listed.

1st grade - 39 (23-24)

2nd grade - 34 (22-23) 40 (23-24)

3rd grade - 37 (21-22) 42 (22-23) 46 (23-24)

4th grade - 40 (21-22) 44 (22-23) 47 (23-24)

5th grade - 39 (21-22) 42 (22-23) 45 (23-24)

6th grade - 42 (21-22) 45 (22-23) 49 (23-24)

7th grade 38 (21-22) 44 (22-23) 43 (23-24)

8th grade 41 (21-22) 46 (22-23) 45 (23-24)

The median conditional achievement percentiles on NWEA (MAP) in math for all students are listed below. In reviewing growth over time in the same cohort of students

achievement percentiles are again generally increasing. Students begin taking the NWEA math in 1st grade; therefore, 1st grade will have one percentile cohort score, 2nd grade will have two percentile cohort scores, and 3rd grade and beyond will have three percentile cohort scores listed.

1st grade - 44 (23-24)  
2nd grade - 35 (22-23) 33 (23-24)  
3rd grade - 38 (21-22) 39 (22-23) 39 (23-24)  
4th grade - 28 (21-22) 33 (22-23) 37 (23-24)  
5th grade - 30 (21-22) 34 (22-23) 40 (23-24)  
6th grade - 30 (21-22) 34 (22-23) 40 (23-24)  
7th grade - 28 (21-22) 35 (22-23) 40 (23-24)  
8th grade - 44 (21-22) 37 (22-23) 42 (23-24)

All schools in the District are WASC (Western Association of Schools and Colleges) accredited. In the 2022-2023 school year, four schools participated in the review process, and in the 2023-2024 school year, an additional four schools participated in the review. The District values the intentional and reflective needs assessment process as it solidifies a continuous cycle of improvement for all school sites. This work supports the State Priorities and highlights best practices for school sites and identifies areas for improvement. This formidable work grounds the schools in evidence-based practices, which then aligns the work identified in the School Site Plan and the LCAP. The District values the feedback provided; and therefore, provides a summary of site outcomes to identify patterns and trends across the District.

#### WASC Areas of Strengths

- Increased use of NWEA and IXL data to monitor student achievement and design areas of intervention.
- Reflection and use of data to drive programs and practices through a continuous improvement model.
- Evidence of increased communication to families through weekly announcements by management teams.
- Increased parent opportunity workshops at the middle schools.
- Evidence of Student Learning Objectives at all sites.
- Increased time and efficiency of Professional Learning Communities (PLC) and/or Data Teams at all sites.
- Use of implemented AVID college and career skills, specifically organization skills and note taking opportunities.
- Alignment of programs and services at school sites with the School Site Plan and the LCAP.
- Monitored implementation of best first instruction for all student groups.

#### WASC Areas of Suggested Improvements

- Increase training in PLCs and RTI to build on systemic systems of practice.
- Continue to monitor and align instruction across disciplines and grade levels.
- Build on systems to increase monitoring of RTI and PBIS.
- Continue to increase collaboration time and monitor efficiency of PLCs, Data Teams, and grade level teams.
- Build on the strengths and monitoring of supplemental/intervention programs to identify impact of services for all student groups.
- Continue to build on the use of Board adopted curriculum resources to effectively meet the needs of all students.
- Provide research-based instructional strategies in order to support achievement, develop learner agency, and student goal setting.
- Develop streamlined communication systems for all community partners.

#### Additional District Successes

- Participation of four schools in the WASC self-study and accreditation process (additional schools will continue to participate in the upcoming school year).
- All elementary schools are participating in the Extended Learning Opportunities Program, which is now overseen by a full-time coordinator.
- Continued implementation of the Empowering YOUth Family Festival, which was on hold during the COVID crisis.
- An increase in the number of counselors supporting all schools across the District.
- Five school counseling programs receiving the Recognized ASCA Model Program (RAMP) certification (Esperanza, Gregg Anderson, Hillview, Joe Walker, and Sundown).
- A full team of attendance liaisons along with a community liaison hired to work with families to address barriers to consistent attendance, which includes a liaison specifically working with families in transitional kindergarten and kindergarten.
- Ongoing school site AVID Certification and participation in the AVID annual self-student process (CCI).
- A majority of new teachers to the profession are retained annually due to ongoing and intentional supports from the New Teacher Support Program.
- District wide rollout of ViewSonic boards in all classrooms to increase student engagement and interaction.

- District wide rollout of PlayWorks to support a positive and safe school climate.
- Continuation of the 6th grade Leadership Camp for all 6th graders across the District to specifically address social-emotional learning facilitated by All It Takes.

## Reflections: Technical Assistance

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

Based on a review of student groups and/or local Indicator performance on the 2023 California Dashboard, the District meets the criteria to participate in Differentiated Assistance. The District student group, students with disabilities, meets the eligibility requirements in both the Pupil Achievement (Priority 4) and School Climate (Priority 6). This student group is identified based on low academic performance results on the CAASPP (both ELA and math) and increased suspension rates.

The District participates in Differentiated Assistance, which is led by the Center for District Capacity Building through the Los Angeles County Office of Education (LACOE). The Westside Education Services team collaborates with the coordinator from LACOE to review the District areas of focus, analyze possible problems of practice, and develop systems and next steps.

The District participated in the LACOE facilitated Differentiated Assistance conference on March 6 and 7 in Pasadena. The learning focus was to enhance educational systems and review strategies and practices to support all student groups. Specific breakout sessions were attended by the team member to address identified indicators for students with disabilities. Additional consultation with the local SELPA (Special Education Local Plan Area) allows for discussion of services and expanded ideas to consider in supporting special education students.

Special Education students are general education students first and foremost; therefore, students have access to all actions and services at a base level. Special Education students that may also be identified within one or more unduplicated student groups also benefit from increased and improved services identified within the LCAP.

Based on the review of needs, the Educational Services team and Cabinet have identified initial steps to address the disparities and enhance efficient systems and supports for special education students, which include the following:

- \* To increase student learning time at school, specifically for students with disabilities identified in the range of manageable chronically absent through severely chronically absent, attendance goals may be added in a student's IEP.
- \* To ensure accurate assessment results staff will participate in training to document appropriate assessment supports (accommodations and/or modifications) on the state assessments. State assessments include the CAASPP, CAST, CAA, Alternate ELPAC, Summative ELPAC, and/or Initial ELPAC.
- \* To ensure appropriate placement in special education for English learners, professional development for school psychologists and special education teachers will be provided in the area of language acquisition.
- \* To identify English learners in special education that may be appropriate to reclassify through the alternate reclassification process, professional development will be provided for special education teachers and school psychologists.
- \* To implement equitable access through lesson design and implementation, professional development for teachers in Universal Design for Learning (UDL) will be scheduled. UDL is supported in the District's Compliance and Improvement Monitoring (CIM) plan. Goal 3 Action 12 also addresses the work underway as part of Differentiated Assistance.
- \* To address the overall academic outcomes of students in special education and additional underlying causes of low student performance, the District will research outside consultants to assist with reviewing service models.
- \* To continue to identify appropriate students for special education, the protocols and processes will be reviewed with administrators and psychologists.

# 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.

The District does not have schools that qualify for CSI support and improvement.

## *Support for Identified Schools*

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

The District does not have schools that qualify for CSI support and improvement.

## *Monitoring and Evaluating Effectiveness*

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

The District does not have schools that qualify for CSI support and improvement.

# 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
Instructional Administrators and Educational Services	Comprehensive planning and monitoring occur throughout the school year at the Instructional Management meetings, which are held approximately one time monthly. Data is a continual part of the ongoing discussion within the continuous growth model, which informs adjustments and next steps. The team met on May 15, 2024, to collaborate on the actions and services in the 2024-2025 Draft LCAP.



Special Education Local Plan Area (SELPA)	The District consults with the SELPA (California Special Education Local Plan Area) on the actions and services in the LCAP annually. The District has been identified as a district in Differentiated Assistance for students in special education on the 2023 CA Dashboard Academic Indicator (ELA and math) and the Campus Culture (suspension rate) indicator. The Director of Special Programs met with a representative from the SELPA on March 27, 2024, to ensure that consultation requirements were reviewed. At this meeting, the team discussed the CIM plan, which is supporting students in Special Education. On May 15, 2024, a member of the SELPA participated in the Superintendent's Advisory meeting to collaborate on the draft goals, metrics, and actions/services in the 2024-2025 LCAP.
Bargaining Unit (WUTA)	The Directors from Educational Services met with the Westside Union Teacher' Association members on May 29, 2024, to collaborate on the draft LCAP for 2024-2025. Staff input on campus safety, school environment, and wellness is also gathered through the California Staff Support Survey.
Students	Student feedback on campus safety, student wellness, and an engaging school environment is gathered through the California Healthy Kids Survey annually, which is given between February and March. Additional academic and counselor support feedback is gathered using an internal middle school student survey in April. This provided the Educational Services team information on college and career readiness, instructional strategies that students use, and counseling class lessons. Additionally, 6th grade students provide feedback on barriers to their education at the All It Takes camp.
Other School Personnel	Other school personnel provide feedback through advisory meetings and through the California School Personnel Survey, which is completed annually in February and March.  The Superintendent's Advisory (PAC) and the District English Advisory Committee (DELAC) include other school personnel, such as teachers, a member of the health services staff, counselors, clerks, and paraprofessionals in addition to parents. These members actively participate in collaboration with parents during the scheduled meetings throughout the school year. A broader description of the Superintendent's Advisory (PAC) and the District English Advisory Committee are included in the Engaging Educational Partners section.
Parents	Parent feedback is gathered in various ways. Parents participate in a district wide survey on the effectiveness of parent/teacher conferences. Feedback on school safety, student wellness, and parent connectedness with the school site is gathered through the California Parent Support Survey, which is completed annually between February and March. Parents also provide feedback through the District advisory committee meetings, which include both the District English Language Advisory Committee and the Superintendent's Advisory. Additional feedback was gathered through parent workshops on curriculum and internet safety as well as at the Parent Day Camp in which parents worked with All It Takes and the SEL curriculum.
District English Learner Advisory Committee (DELAC/EL PAC)	The DELAC is a community of staff and parents in which time is intentionally planned to support the specific and unique needs of our English Learner families. Resources from the community are shared and input is received to leverage District programs and funds. Families are kept abreast of assessments, programs, the importance of attendance, and the required elements of the English Learner program. Meetings are presented in English as well as Spanish to make the information more accessible for parents. The DELAC met on September 29, 2023; November 2, 2023; April 5, 2024; and May 10, 2024. The DELAC collaborated in conjunction with the Cabinet on the draft LCAP on May 10, 2024. A written response to comments by the Superintendent to the DELAC was completed and posted on the District website, which is located at <a href="https://www.westside.k12.ca.us/departments/special-programs/delac">https://www.westside.k12.ca.us/departments/special-programs/delac</a>
Superintendent's Advisory (PAC)	Members of the advisory include parents from the site PTAs, school site council committee members, school safety committee members, at least one DELAC/ELAC member, parents representing students in special education, and other parent or community members that would like to attend. District staff that attend include the Cabinet, site administrators, the Community Liaison, and directors. The Superintendent's Advisory met on the following dates: September 19, 2023; October 14, 2023; January 30, 2024; April 16, 2024; and May 14, 2024. Representative members of the committee reflect on the progress of all students as well as low income students, foster youth, and English learners. The advisory committee reviews data and student learning and collaborates on barriers impacting full participation to learning throughout the year. The proposed LCAP goals, actions, and services were presented and reviewed through consultation with the Superintendent on May 14, 2024. Part of the presentation included directions on how to locate the draft LCAP on the District website and how to provide feedback on the two-way Let's Talk feature on the District website. A written response to comments by the Superintendent to the Superintendent's Advisory was completed and posted on the website, which is located at <a href="https://www.westside.k12.ca.us/departments/superintendents-office/supt-advisory">https://www.westside.k12.ca.us/departments/superintendents-office/supt-advisory</a> .
Board and Community	Meaningful engagement in the LCAP development process includes a shared responsibility to create services that improve student

outcomes. Working through a continuous improvement cycle with educational partners, both internal and external to the District, promotes transparency and a collaborative shared focus. The District builds partnerships with community-based organizations through ongoing involvement opportunities at each school site as well as through District functions. Board meetings are held in-person and are recorded live to increase community participation. Revisions to Board Core Beliefs and Goals took place in August of 2023. The Mid-year report to the Board took place on February 20, 2024. The LCAP Public Hearing was on June 4, 2024, and the LCAP approval took place on June 18, 2024. The LCAP draft was posted on the District website at <https://www.westside.k12.ca.us/> to allow for additional community input. The draft LCAP was posted May 16, 2024, and parents are encouraged to use the two-way communication feature, Let's Talk.

Los Angeles County Office of Education (LACOE)

Throughout the LCAP development process, from February through June, the District Educational Services Department consulted with the LCAP State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Department and Business Services Department attend the State and Federal update meetings, Educational Services meetings, Multi-Lingual Department meetings, CALPADs and Assessment and Accountability meetings. The Educational Services team met with members of the LCAP State and Federal Programs Department on April 12, April 19, April 3, May 10, and May 31. The District participated in the pre-review LCAP collaborative process in May prior to Board approval.

Educational Services Department and Cabinet

Implementation and monitoring are essential to the effectiveness of the actions in the LCAP. Therefore, collaboration with the Cabinet regarding goals, services, and metrics are reviewed throughout the school year. The team meets weekly to monitor implementation and analyze results. The team participates in the mid-year review to the Board, and during the spring, pieces of the revised draft LCAP were reviewed. The team reviewed the entire LCAP draft on May 15, 2024, in conjunction with the Superintendent's Advisory Committee.

Bargaining Unit (CSEA)

The Director of Special Programs, Director of Curriculum Instruction, Assistant Superintendent of Business Services, and Assistant Superintendent of Human Resources met with CSEA members on May 15, 2024, to collaborate on the draft LCAP for 2024-2025. Staff input on safe schools and wellness is also gathered through the California Staff Support Survey. Additionally, the Director of Special Programs met with the classified team members that attended the CSEA Paraeducator Conference via Zoom on May 30, 2024.

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

Throughout the process of engaging community members, data was presented in a collaborative manner. Comments and input from the groups communicated awareness of the needs for additional or increased services.

Input from the groups that influenced the goals, actions, and services are listed by theme below. A list of feedback is noted below each theme, which also indicates where in the LCAP expanded, revised, or added actions can be located.

**Additional Support Staff**

- Additional trained adults and hours to support positive play and student interactions (Goal 3 Action 6)
- Additional Campus Climate Assistants on campus to support SEL and on-the-spot issues on the playground (Goal 3 Action 6)

**Communication Barriers**

- Streamlined communication systems to parents and the community (Goal 4 Action 8)
- Communication systems that support on-the-spot translations in a wide variety of languages (Goal 4 Action 8)
- When a student participates in the afterschool program, provide scores for parents to see areas of growth and areas of need (Goal 2 Action 18)
- Increase online and/or phone opportunities during parent/teacher conference dates because transportation is a concern at remote school sites (Goal 4 Action 6)
- Increase communication outlining counseling support and overall program (Goal 3 Actions 4 and 5)

**Increased Professional Development**

- Increased training for the Campus Climate Assistants to support the SEL curriculum and PlayWorks (Goal 3 Action 6)
- Increased training for aides that work in the functional skills program, which would include the use of the curriculum and strategies to engage students (Goal 3 Action 13)
- Adjusting the professional development for classified employees into morning and afternoon sessions that are shorter and during regular school days. This would provide an opportunity for aides to attend a training and not miss their work shift (Goal 3 Action 13)

**Increased Student Support**

Increase reading and math intervention afterschool for all grades through the ELO-P program (Goal 2 Actions 18 and 19)  
 Ask retired teachers to work in the extension support offerings after school, if there is a shortage at some school sites (Goal 2 Actions 18 and 19)  
 Increase the Expanded Learning Opportunity Program at the middle schools (Goal 2 Action 19)  
 (ELO-P) Expand enrichment at ELO-P to include choir, dancing feet/music, cheerleading, mathletes, educational games, arts/crafts, acting, gardening, robotics, sign language, sports, speech, and/or mock trials (Goal 2 Action 19)  
 (ELO-P) Expand an early breakfast club to help students complete unfinished work before school (Goal 2 Action 19)  
 Increase the number of students that can participate in the reading program (Goal 2 Action 18)  
 Increase counseling staff for students in crisis (Goal 3 Actions 4 and 5)  
 (Middle School student survey) Increase academic support after school on Zoom/Google meets (Considerations for Goal 2 Action 19)  
 (Middle School student survey) Activities that help students learn include hands-on, note-taking, collaborative groups, and graphic organizers (Goal 2 Action 12 and 13)

**Workshops for Parents**

Increase training on the digital platforms used in TK/K (Goal 4 Action 1)  
 Increase training using the Chromebooks and online Google Meets (Goal 4 Action 1)  
 Create opportunities for parents to participate in workshops online (Goal 4 Action 1)

**Career Technical Education**

Instruction in coding (Goal 2 Action 20)  
 Opportunities that include JROTC, media arts, film production, additional languages, leadership, debate, California Junior Scholarship Federation, robotics (Lego, VEX), health and wellness (Goal 2 Action 20)  
 Consider expanding offerings to Leona Valley, since it is a remote setting opportunities can be done after school or students could travel to another school (Goal 2 Action 20)  
 Increased music/arts in the school day District wide (Goal 2 Action 15)

Feedback from educational partners bolstered a trend around increasing parent education workshops and focusing on a streamlined communication system to address barriers. Therefore, Goal 4 was added as an expansion to the 2024-2025 LCAP.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Education for Life and Work: Ensure that all students are equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills to be successful in a global society.	Broad Goal

State priorities address by this goal.

2, 1, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

The services and actions outlined in Goal 1 support the broad and rich base program for all students and encompass the student expectations outlined in the Board's Core Beliefs and Values.

In summary, these expectations include the accuracy and consistency of grading which should measure what students know; student mastery of state standards by the 4th quarter; intentional focus on reading and mathematical competencies of all students to ensure students are proficient at the end of each grade level, able to enter a middle school with the academic skills to allow full participation in all middle school courses, and the ability to enter high school with academic skills that allow for full participation in all courses, including A-G; use of NWEA and analysis of data including CAASPP to monitor the expectation that student performance in all grades will be at or above grade level (50th percentile or higher); and to ensure best first instruction for all learners utilizing the District adopted instructional materials and District adopted supplemental materials.

The measurable outcomes used to support this goal include fully credentialed teachers and administrators, safe and clean school facilities, full access to the Common Core State Standards for all learners, and academic achievement results on state assessments including the CAASPP and CAST. While these assessments results are analyzed and noted on the CA Dashboard, the CAASPP results from English Language Arts and math as well as the CAST are lag metrics and the NWEA assists in measuring timely progress in both ELA and math. NWEA is a standards-aligned diagnostic tool, and each student completes the assessment three times each year. The data is analyzed and used to inform instructional decisions and assess student needs for differentiation and intervention. An additional metric includes the NWEA Reading Fluency data. This formative diagnostic assessment is provided to transitional kindergarten students through 1st grade students three times each year to track student progress in reading skills and quickly address gaps in specific skills needed to gain reading fluency.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Facilities	100% of schools maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool 2023-2024.			All schools will annually maintain a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool	

2	Teacher Credentialing	According to CAL-SASS 22-23 data, there were a total of 8 misassignments. 2 of the misassignments were a single period in middle school. 4 of the misassignments were EL. Additionally, of the 407 teachers in district, 353 are fully credentialed with 54 who are intern or pre-intern for the 2023-2024 school year.			0 Teacher misassignments	
3	Academic Content & Performance Standards	In 2023-2024, 100% of all academic content is aligned with the appropriate grade level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated ELD instruction in accordance with guidelines provided by the CDE.			100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are standards based and provide resources for designated and integrated ELD instruction in accordance with guidelines provided by the CDE.	
4	Instructional Materials	100% of students have standards aligned instructional materials as evidenced in the 23-24 district resource management system			100% of students have standards aligned instructional materials as evidenced in the district resource management system	

5	Broad Course of Study Elementary K-6	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2023-2024 PowerSchool course enrollment and master schedules.			100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in PowerSchool course enrollment and master schedules.	
6	Broad Course of Study Middle School 7-8	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2023-2024 PowerSchool course enrollment and master schedules.			100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in PowerSchool course enrollment and master schedules.	
7	CAASPP Results ELA	Of the 6,028 students tested in grades 3-8 in the 2022-23 school year, 45.6% were proficient on the ELA portion of CAASPP.			To increase the percent proficiency rate on the annual CAASPP ELA in grades 3rd through 8th to more than 50%.	

8	CAASPP Results MATH	Of the 6,020 students tested in grades 3-8 in the 2022-23 school year, 30% were proficient on the MATH portion of CAASPP.			To increase percent proficient on the annual CAASPP math assessment in grades 3rd through 8th to above 35%.	
9	CAST Results Science	Of the 2,025 students tested in grades 5 and 8 in the 2022-23 school year, 31.71% of 5th graders and 25.39% of 8th graders met or exceeded the standard in science.			To increase the percent of students meeting or exceeding the standard on the CAST to above 35% in both 5th and 8th grade.	
10	NWEA Measures of Academic Progress (MAP) Student Growth Reading	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Reading, all grades 1-8 maintained a Median Conditional Growth percentile above 50.			Students in grades 1-8 will demonstrate ELA academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 50 or above.	
11	NWEA Measures of Academic Progress (MAP) Student Growth MATH	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Reading, all grades K-8 maintained a Median Conditional Growth percentile above 50.			Students in grades K-8 will demonstrate MATH academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 50% or above.	
12	NWEA MAP Reading Fluency Foundational Skills Kindergarten	According to MAP Reading Fluency Winter 2024, the percentage of students meeting foundational skills expectations are as follows: 71% Phonological Awareness and 63% Phonics/Word Recognition			75 percent of all Kindergarten students will meet or exceed expectations on the NWEA MAP Reading Fluency Foundational Skills assessment.	

13	NWEA MAP Reading Fluency Foundational Skills Oral Reading 1-2	According to the Winter 2024 NWEA Reading Fluency assessment, 16% of first grade students and 56% of second grade received an oral reading score.			According to the Winter NWEA Reading Fluency assessments, 50% of first grade students and 75% of second grade received an oral reading score.	
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## Goal Analysis for 2024-2025

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

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified Teachers and	The District staff will attract and retain both well qualified credentialed teachers to teach all	\$54,347,240.16	No



	Administrators	students in all subject areas as well as administrators meeting California state licensure requirements. This action will fund teachers and administrators.		
2	Standards Aligned Instructional Materials	The District staff will purchase and supply standards-aligned instructional materials and digital resources for all students. This action will fund standards-aligned instructional materials and digital resources.	\$1,250,000.00	No
3	Curriculum and Instruction Staff	The District will employ a Director of Curriculum and Instruction, a Director of Assessment, and three full-time Curriculum Resource Teachers to support teachers with the delivery of core instructional programs, English Language Development instruction, foundational reading strategies, and technology literacy for all students. This action will fund the Director of Curriculum and Instruction and three full-time district level resource teachers.	\$761,592.18	No
4	Collaboration to Support District Initiatives	The District will provide staff collaboration time during staff meetings, district grade level meetings, and department meetings to fully address and implement District initiatives for all students.	\$0.00	No
5	System Gaps as a Barrier to Student Learning	School site staff will participate in the Western Association of School Colleges accreditation cycle of quality to identify barriers and inequities in school programs, practices, and policies to mitigate achievement gaps for underachieving student groups. This action will fund the WASC registration and review process.	\$0.00	No
6	Implementing Systems of Support Schoolwide	The District staff will collaborate with site administrators during Instructional Management workshops in the development of sustainable and equitable systems of support for all students, which will include attendance, behavior, academic achievement, parent engagement, and social-emotional growth. This action will be monitored through site-based visits, collaboration notes, and the CA Dashboard metrics.	\$0.00	No
7	Site-Based Office Staff and Librarians	School office staff (secretaries, clerks, office coordinators) and librarians are provided at each school to maintain functionality and access to literary resources for all students. This action supports the maintenance of programs at a base level for all students. This action funds site office staff and librarians.	\$2,195,864.16	No
8	Universal Pre-Kindergarten	The District will hire certificated and classified staff to provide instruction for the students in the expanding transitional kindergarten program. This action will fund staff, core curriculum, and additional supplies to support program implementation for students qualifying for enrollment.	\$2,849,144.58	No
9	Technology Department	Technology staff is hired to maintain internet access; technology supports for teachers and staff; maintenance of the District website; and upkeep of communication systems throughout the District in order to maintain functionality of the instructional setting for all students. This action supports four full-time classified technicians and is a function of the base program for all students.	\$598,533.96	No
10	Health Services	The District maintains 11 full-time Licensed Vocational Nurses (LVN) and four full-time Certificated School Nurses, one of which serves as a District Health Coordinator.	\$955,917.48	No
11	Elementary Physical Education and Paraprofessionals	In order to provide a robust standards-aligned physical education program to all students, elementary physical education teachers and paraprofessional support staff (IAIs) are hired for all elementary schools.	\$102,819.06	No
12	Playground and Crossing Guards	In order for all students to safely access the school grounds and provide a safe area for students during unstructured play, playground supervisors and crossing guards are staffed at school sites, as applicable. This action funds playground supervisors at all school sites and crossing guards.	\$944,808.66	No
13	Clean and Safe School	The District will provide all students with clean, safe, and functional school facilities which are an essential condition of learning. This action funds custodians, grounds, and maintenance employees as well as costs of upkeep through the Routine Restricted Maintenance Account.	\$3,486,658.94	No

# Goal

Goal #	Description	Type of Goal
2	Access for All: Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program.	Broad Goal

State priorities address by this goal.

1, 2, 3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

The purpose of this broad goal is to build upon the base program described in Goal 1. The majority of actions within this goal layout supplemental and additional services to address a wide range of barriers in order for unduplicated student groups to fully engage in learning. The services described increase access to the educational program both during the school day and beyond the bell for underachieving student groups.

The metrics used to measure outcomes include the CAASPP assessment student group proficiency rates, NWEA (MAP) Growth results for student groups, English Learner progress toward language proficiency on the ELPAC, English Learner reclassification rates, Long-Term English Learner (LTEL) progress, professional development implementation, participation rates of foster and low income students in intervention programs, student-to-technology rates, numbers of students qualifying for GATE, and outcomes for teacher professional development.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Results for ELA	Of the 6,028 students tested in grades 3-8 in the 2022-23 school year, 45.6% were proficient on the ELA portion of CAASPP.			To increase the percent proficiency rate on the CAASPP ELA in grades 3 through 8 to more than 50%.	
2	CAASPP Results MATH	Of the 6,020 students tested in grades 3-8 in the 2022-23 school year, 30% were proficient on the MATH portion of the CAASPP.			To increase percent proficient on the annual CAASPP math assessment in grades 3 through 8 to above 35%.	

3	CAASPP Results ELL	13% ELL students were proficient on the ELA portion 2022-2023 CAASPP 9% ELL students were proficient on the Math portion 2022-2023 CAASPP			20% ELL students are proficient on both the ELA and Math portion of CAASPP	
4	CAASPP Results Foster	26.5% Foster Youth students were proficient on the ELA portion 2022-2023 CAASPP 11% Foster Youth students were proficient on the Math portion 2022-2023 CAASPP			40% Foster Youth students are proficient on the ELA portion of CAASPP 30% Foster Youth students are proficient on the Math portion of CAASPP	
5	CAASPP Results Low Income	36% of low income students were proficient on the ELA portion 2022-2023 CAASPP 21% of low income students were proficient on the Math portion 2022-2023 CAASPP			50% of low income students are proficient on the ELA portion of CAASPP 40% of low income students are proficient on the Math portion of CAASPP	
6	CAASPP Results Students with Disabilities	14% of students with disabilities were proficient on the ELA portion 2022-2023 CAASPP 10% of students with disabilities were proficient on the Math portion 2022-2023 CAASPP			20% of students with disabilities are proficient on the ELA portion of CAASPP 20% of students with disabilities are proficient on the Math portion of CAASPP	

7	CAASPP Results Hispanic	42.62% of Hispanic students were proficient on the ELA portion 2022-2023 CAASPP 26.46% of Hispanic students were proficient on the Math portion 2022-2023 CAASPP			50% of Hispanic students are proficient on the ELA portion of the CAASPP 40% of Hispanic students are proficient on the Math portion of the CAASPP	
8	CAASPP Results Black African American	30.87% African American students were proficient on the ELA portion 2022-2023 CAASPP 16.75% African American students were proficient on the Math portion 2022-2023 CAASPP			50% African American students are proficient on the ELA portion of CAASPP 40% African American students are proficient on the Math portion of CAASPP	
9	NWEA Measures of Academic Progress (MAP) Student Growth Math ELL	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, ELL's in grades 1, 3, 4, 6, and 7 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, all ELL's in grades K-8 maintain a Median Conditional Growth percentile above 50.	
10	NWEA Measures of Academic Progress (MAP) Student Growth Math Foster	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, Foster youth in grades 2, 3, 4, and 6 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, all Foster Youth in grades K-8 maintain a Median Conditional Growth percentile above 50.	

11	NWEA Measures of Academic Progress (MAP) Student Growth Math Low Income	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, all Low Income students in grades 1, 3, 4, 6, and 7 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, all Low Income students in grades K-8 maintain a Median Conditional Growth percentile above 50.	
12	NWEA Measures of Academic Progress (MAP) Student Growth Math Special Education	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, Special Education in grades 2, 3, 4, 6, and 8 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, all special education students in grades K-8 maintain a Median Conditional Growth percentile above 50.	
13	NWEA Measures of Academic Progress (MAP) Student Growth ELA Low Income	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all Low Income students in grades 1, 2, 3, 6, and 8 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all Low Income students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	
14	NWEA Measures of Academic Progress (MAP) Student Growth Math African American	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, African American students in grades 1,2, 3, 4, 6, 7 and 8 maintained a Median Conditional Growth percentile above 55.			According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, African American Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	

15	NWEA Measures of Academic Progress (MAP) Student Growth Math Hispanic Latino	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for Math, Hispanic Latino students in grades 1,2, 3, 4, 6, and 8 maintained a Median Conditional Growth percentile above 55.			According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for Math, Hispanic Latino Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	
16	NWEA Measures of Academic Progress (MAP) Student Growth ELA ELL	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all ELL students in grades 3, 6, 7 and 8 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all ELL students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	
17	NWEA Measures of Academic Progress (MAP) Student Growth ELA Foster Youth	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all foster youth students in grades 3, 4, and 6 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all foster youth students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	
18	NWEA Measures of Academic Progress (MAP) Student Growth ELA Special Education	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, Special Education in grades 4, 5 and 6 maintained a Median Conditional Growth percentile above 50.			According to the Fall of 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, all special education students in grades 1-8 maintain a Median Conditional Growth percentile above 50.	

19	NWEA Measures of Academic Progress (MAP) Student Growth ELA African American	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all African American students in grades K,1, 2, 3, 6, and 7 maintained a Median Conditional Growth percentile above 55.			According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, African American Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	
20	NWEA Measures of Academic Progress (MAP) Student Growth ELA Hispanic Latino	According to the Fall of 2023 to Winter of 2024 NWEA MAP Student Growth Summary Report for ELA, all Low Income students in grades K,1, 2, 4, 6, and 7 maintained a Median Conditional Growth percentile above 55.			According to the Fall 2026 to Winter of 2027 NWEA MAP Student Growth Summary Report for ELA, Hispanic Latino Students in grades K-8 maintain a Median Conditional Growth percentile above 55.	
21	ELPI English Learner Proficiency Indicator	According to the 2023 CA Dashboard: 50.2% of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator. 33% of English learners remained at the same proficiency level, and 17% of English learners decreased at least one ELPI level.			According to the CA Dashboard: 60% of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator. 30% of English learners remained at the same proficiency level, and 5% of English learners decreased at least one ELPI level.	
22	English Learner Reclassification Rate	According to local data and CALPADS reporting for the 22-23 school year 18.5% of EL students were reclassified.			According to local data and CALPADS reporting maintain a reclassification rate at or above 20%.	

# Goal Analysis for 2024-2025

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

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner Paraprofessional and Teacher Support	In order to address the needs of English Learners limited exposure to English in all four language domains (reading, writing, listening, and speaking), Bilingual Assistants will provide supplemental language support to assist English learners with academic and content language within the classroom and increase parent involvement and communication. An additional certificated teacher will also be supporting training for both the bilingual assistants as well as supplemental support for teachers and students to address engagement of English Learners. This service supports the most underachieving English learners site wide based on the ELPI.	\$547,444.40	Yes
2	English Learners Language Acquisition Program (ELD)	In order to provide full access to the curriculum and the Common Core State Standards, certificated staff will provide English Language Development (ELD) instruction, both designated and integrated, as a component of the Structured English Immersion language acquisition program offered for all English Learners across the District. Elementary teachers provide both	\$0.00	No



		integrated and designated instruction, within the school day. Middle school teachers provide integrated instruction with designated instruction scheduled during the student's English Language Development course block or English content course.		
3	Professional Development for ELD Support for English Learners	Certificated staff will apply learning components of English Language Development (ELD), which include language goals and strategies to English Learners. This action includes professional development in ELD, both integrated and designated, as well as strategies to support English Learners. Professional development will occur during designated staff collaboration time.	\$0.00	No
4	English Learner District Support Staff	The District will employ three district-level bilingual assistants to support the administration of the English Language Proficiency Assessment for California, provide required parent notifications, assist with progress monitoring and reclassification, and provide translation support to ensure the implementation of the English Learner program for all English Learners. This action will fund three district-level bilingual assistants as part of the Base program.	\$88,687.98	No
5	Monitoring RFEP Student Progress	School staff, teachers, and administrators will monitor academic progress of Reclassified Fluent English Proficient (RFEP) students at the end of each grading cycle to ensure access to supports, intervention, and collaboration with parents. This action will be monitored through the ELLevation system.	\$0.00	No
6	Increased Services for Long-Term English Learners (LTEL)	In order to increase the rate of language acquisition for Long-Term English Learners, the District will provide professional development to teachers. Additionally, LTELs will be provided online language acquisition support through an educational program as an additional intervention to promote academic and content vocabulary. The online support will be available for use outside the school day.	\$18,519.00	Yes
7	Maintaining School of Origin	Transportation services through Hop Skip Drive for foster youth will be provided to maintain a consistent educational program at the School of Origin. The foster liaison will work collaboratively with community agencies, foster families, and the Educational Rights Holder to increase access to a consistent learning environment.	\$100,000.00	Yes
8	Tutoring Services for Homeless	Tutoring services for homeless youth will be provided through an online system coordinated by a nonprofit agency, which will include assistance with connectivity and intervention services.	\$0.00	No
9	Equitable Access to Technology	School staff will provide additional technology and/or connectivity to low income students to ensure access and connectivity.	\$505,503.74	Yes
10	Management, Distribution, and Repair of Student Technology	As a result of purchasing Chromebooks for low income students, four Technology Assistants will provide service to students to repair and replace district distributed devices, assist on the helpline with connectivity and trouble-shooting the operation of devices, and manage the inventory for quick and timely distribution of technology to low income students.	\$313,617.00	Yes
11	Expansion of Pre-Kindergarten	In order to provide additional opportunities for transitional kindergarten students to participate in the UPK program, the District will expand the dates for enrollment through September 1 so a larger number of students may experience the benefits of early education.	\$0.00	No
12	(AVID) Student Engagement in a Challenging and Relevant Program	Elementary and secondary teachers will provide Advancement Via Individual Determination (AVID) strategies to support College and Career Readiness to low income students. This action will fund AVID site licenses, AVID Weekly student lessons, and professional development provided with the site license.	\$44,708.00	Yes
13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	AVID tutors staffed in the AVID elective classes will provide low income students with opportunities to participate in structured collaborative groups to determine points of confusion within content areas through an inquiry method and provide supports to College and Career Readiness skill development. This action will fund AVID tutors at the middle schools.	\$115,756.38	Yes
14	Equitable Access to the	Teachers will provide access for 4th grade low income students to take the Otis-Lennon School	\$10,230.00	Yes

	Programs	Ability Test 8th Edition (OSLAT-8), which can qualify a student for the Gifted And Talented Education Program (GATE).		
15	Increased Arts Program	Roving fine art teachers will provide increased access to the music to low income students, lower elementary through 6th grade, at elementary schools with the greatest low income rates. This action will fund music teachers.	\$431,898.07	Yes
16	Reading and Math Intervention from Kindergarten through 8th Grade	Through the use of diagnostic tools/assessments, teachers (within a single grade level) will provide additional and increased targeted interventions, formative assessments, and strategic support to low income students during the school day to close the reading discrepancy gap by 3rd grade. This action will include certificated costs for additional teachers in kindergarten through second grade. Additionally, supplemental math curriculum and strategies will be provided to low income students to provide increased opportunities to grapple with real-world application while also providing increased opportunities for students to work collaboratively to clarify mathematical processes. This service supports the most underachieving student groups both District and site wide in ELA and math.	\$2,519,676.49	Yes
17	Diagnostic Assessments	Teachers will identify achievement gaps to inform instructional practice and personalize targeted interventions for low income students using supplemental and timely diagnostic assessments.	\$590,000.00	Yes
18	Learning Time Beyond the School Day (ELO-P)	Teachers will provide structured reading intervention beyond the school day for low income students demonstrating the greatest skills gaps in reading fluency. This action works in conjunction with the ELO-P program and will fund extra duty for teachers, paraprofessional support, professional development, and supplies. This action supports the greatest underachieving student groups both District and site wide in ELA.	\$564,096.76	No
19	Expanded Learning Opportunity Program (ELO-P)	In order to address the needs of English Learners, low income students, homeless, and foster students with experiences beyond the school day that will increase language opportunities, academic interventions, and enrichment, the District will provide extended time to students, which will include choice time before the school day as well as additional time after school. Additional opportunities will open access to students to broaden exposure and create additional learning opportunities for students.	\$5,107,755.70	No
20	Career Technical Education (CTE) Pathway	To increase exposure to college and career pathways and technical skills for low income students, an additional program will be established beyond the core curriculum for students to explore career pathways, apply needed college skills, and begin exploration of of technical and industrial skills and content.	\$100,000.00	Yes

# Goal

Goal #	Description	Type of Goal
3	Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	Broad Goal

State priorities address by this goal.

1, 2, 3, 4, 5, 6, 8
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An explanation of why the LEA has developed this goal.

The intentional purpose of this broad goal is to fully address the interpersonal and intrapersonal skill development needs for unduplicated student groups. The majority of actions within this goal are considered increased and improved services that go above and beyond the basic services for all students. The actions provide layered and intentional services to promote the themes of social/emotional development, paraprofessional support, behavior intervention, and system development.

The metrics listed in the measurable outcome section include the CA Dashboard chronic absenteeism rate and suspension rates; the California Healthy Kids Survey (CHKS), California School Parent Survey (CSPS), and the California School Staff Survey (CSSS) to measure a safe and supportive school climate; local metrics from the PowerSchool database; process data for participating counseling supports; and other qualitative measures.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Expulsion Rate	According to 2022-23 CALPADS report 7.15, there were zero students expelled in Westside. 23-24 CAPLADS data will be certified in July 2024. Preliminary district data indicates that there were 2 students expelled during the 23-24 school year.			Maintain an expulsion rate of zero students	

2	Suspension Rate	<p>According to the 2023 CA Dashboard, the following percentage of students were suspended at least once:</p> <p>4.1% of all students  5.3% of socioeconomically disadvantaged students  5.1% of homeless students  6.7% of students with a disability  12.6% of foster youth  4.3 % English learners  8.3% African American  3.3% White  3.6% Hispanic  6.6% Two or More Races</p>			<p>To reduce percentage of students suspended at least once as follows:</p> <p>2.5% of all students  3% of socioeconomically disadvantaged students  3% of homeless students  4% of students with a disability  8% of foster youth</p>	
3	California Healthy Kids Survey Elementary Pupil Engagement & School Climate	<p>In the 2023-2024 CHKS the following was reported for 5th and 6th grade:</p> <p>64.5% report a feeling of connectedness to the school "Yes, most of time" or "Yes, all of the time"  57.5% report there are caring adults in school "Yes, most of the time" or Yes, all of the time"  65% report feeling safe at school "Yes, most of the time" or "Yes, all of the time"  64% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p>			<p>Maintain or exceed the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" as follows:</p> <p>75% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"  75% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"  75% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"  75% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p>	

4	California Healthy Kids Survey Middle School Pupil Engagement & School Climate	<p>In the 2023-2024 CHKS the following was reported:</p> <p>46% report a feeling of connectedness to the school "strongly agree" or "agree"</p> <p>51% report there is a caring adult in school "agree" or "strongly agree"</p> <p>21% report meaningful participation "strongly agree" or "agree"</p>			<p>Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" as follows:</p> <p>70% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>70% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>65% report feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>35% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p>	
5	California Healthy Kids Survey Staff School Climate	<p>In the 2023-2024 CHKS survey for staff the following was reported:</p> <p>44% of staff "strongly agree" there are caring adult relationships</p> <p>38% "strongly agree" school promotes parent involvement</p> <p>36% "strongly agree" school promotes student meaningful participation</p> <p>38% of staff "strongly agree" school is a safe place for students</p>			<p>Increase the percentage of staff reporting "Strongly Agree" as follows:</p> <p>50% of staff "strongly agree" there are caring adult relationships</p> <p>40% of staff "strongly agree" school promotes parent involvement</p> <p>40% of staff "strongly agree" school promotes opportunities for meaningful student participation</p> <p>45% of staff "strongly agree" school is a safe place for my child</p>	

6	California Healthy Kids Survey Elementary & Middle School Mental Health	In the 23-24 CHKS survey, 24% of 5th and 6th grade students reported Frequent Sadness "Yes, most of the time" or "Yes, all of the time." 33.5% of middle school students experienced chronic sadness/hopelessness in the past 12 months 14% of middle school students considered suicide in the past 12 months			In the CHKS survey, less than 15% of 5th and 6th grade students reported Frequent Sadness "Yes, most of the time" or "Yes, all of the time." Less than 20% of middle school students experienced chronic sadness/hopelessness in the past 12 months Less than 10% of middle school students considered suicide in the past 12 months	
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## Goal Analysis for 2024-2025

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

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate and Safety Survey	5th through 8th grade teachers will annually administer the anonymous and confidential California Healthy Kids Survey (CHKS) to measure and track the school climate, safety, student wellness, and youth resiliency data. The CHKS data is used as part of the comprehensive data-driven decision-making process for overall school improvement.	\$0.00	No
2	Anonymous Reporting System	In order to create a safer, healthier, and more inclusive school environment, site staff will make the Stopit! anonymous reporting system available to all students to report safety concerns, misconduct, and challenging issues. This service is monitored by the site administrators. The cost of this service is funded through a district partnership.	\$0.00	No
3	Addressing Inequitable Barriers	Management team members (psychologists, counselors, administrators, directors, and a cadre of instructional coaches) will address the barriers, learning needs, and conditions of low income students through application of learning from supplemental professional development, which will focus on the District Board initiatives. This action will fund professional development registration, consultants, supplies, on-the-spot coaching services, and extra duty.	\$1,023,250.00	Yes
4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Counselors will implement a comprehensive Multi-Tiered Multi-Domain System of Support to address the Tier II and Tier III academic, behavior, and social/emotional needs and conditions of low income students. This action will fund counselors and supplies for program development.	\$2,069,050.42	Yes
5	Supplemental Support Staff to Address SEL and Trauma	To meet the needs of low income students and foster youth experiencing trauma and underdeveloped interpersonal and intrapersonal skills, additional paid counseling interns will be provided to work in conjunction with the counseling team. The counseling interns will work directly with students at the District's highest poverty schools. This service is considered an additional layer of staff support. This action is funded with the 15% increase of Concentration Grant Funding.	\$159,662.40	Yes
6	Promoting Positive Social and Emotional Competency (CCA)	Campus Climate Assistants and other staff will provide Tier II and Tier III proactive positive supports to build social and emotional competency for low income students during unstructured play and during class instruction. This action will fund Campus Climate Assistants and supplies for program development. This action supports the most underachieving student groups District and site wide in the area of school climate.	\$1,358,040.27	Yes
7	Access to a Co-located CSW	The District Director will continue collaboration with the Department of Child and Family Services to maintain a co-located social worker at two campuses to increase contact and stability for foster students. There are no expenses noted for this action at this time.	\$0.00	Yes
8	Intensive Behavior Support	The behaviorist and four behaviorist consultants will provide systemic Tier III behavior interventions, resources, and training for staff to support low income students and their families. This action will fund a behaviorist and three consultants.	\$752,183.00	Yes
9	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	To increase access to a rich standards-based curriculum as well as facilities, paraprofessionals are staffed and provide support for students with special needs. This action funds classified IA IIs.	\$6,009,729.80	No
10	Tier III Crisis	In order to mitigate barriers experienced by significant behaviors, crisis paraprofessionals are	\$136,449.48	No

	Paraprofessionals	staffed and trained to temporarily assist students in overcoming challenges to fully access the standards-based curriculum. This action funds IA IIIs.		
11	School-Based Mental Health Services	The District Director of Pupil Services will continue collaboration with local agencies to provide Tier III School-Based Mental Health Services to low income students impacted by trauma. There are no expenses noted for this action at this time.	\$0.00	Yes
12	Application of Professional Development for Certificated Staff	School site staff will apply learning of supplemental curriculum support, Leadership Development Through Education, trauma-informed practices, reading and math intervention, and targeted lesson development to low income students. This action will fund the consultation fees, extra duty for certificated staff members, and supplies to implement the training at the Westside Institute professional development series. This service supports the most underachieving student groups both District and site wide in ELA and math.	\$1,284,021.00	Yes
13	Application of Professional Development for Classified	School site classified staff will apply learning of SEL curriculum, trauma-informed practices, cultural bias, reading and math intervention to low income students. This action will fund extra duty for classified staff to attend up to four days of training throughout the school year.	\$50,667.00	Yes
14	Building Social Emotional Competency	Physical education teachers, elementary teachers, counselors, site administrators and psychologists will provide ongoing social emotional learning lessons (Leadership Development Through Physical Education and/or Boys Town) to low income students. This action will fund the LDTPE/Boys Town curriculum, professional development/consultant, and extra duty for certificated and/or classified staff.	\$726,497.00	Yes
15	Building Self-Efficacy Through Experiences	6th grade teachers will provide a 6th grade Leadership Day Camp using the Leadership Development Through Physical Education curriculum to support self-efficacy, the development of leadership skills, and social emotional competency for low income students. This action will fund transportation to camp, extra duty for certificated staff members, consultants, and supplies.	\$305,469.00	Yes



# Goal

Goal #	Description	Type of Goal
4	Promoting Community Partnerships: Create opportunities for community engagement to increase student attendance and communication as well as identify barriers to school success.	Broad Goal

State priorities address by this goal.

3, 4, 5, 6

An explanation of why the LEA has developed this goal.

This broad goal is grounded on the Board's Core Belief statement promoting continual community involvement to provide engagement in the classroom. This increased partnership of two-way communication will further enhance consistent attendance in school while also allowing the District to address barriers to attendance and full engagement in the classroom.

The metrics noted in this goal include reporting of attendance percentages, chronic absentee data, culture and climate data from the California Healthy Kids Survey (CHKS), and parent participation rates.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	District Attendance Rate	According to the 2022-23 CALPADS 14.2 Student Absences Report, the District attendance rate was 92.6%. 23-24 CALPADS EOY data will be certified in July of 2024; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 23-24 District attendance rate was 93.7%			Maintain a district attendance rate above 95% using the CALPADS 14.2 Student Absences Report	

2	Chronic Absentee Rate	<p>According to the 2023 CA School Dashboard, the percentage of chronically absent students were as follows:</p> <ul style="list-style-type: none"> <li>25.3% of all students</li> <li>31.2% of socioeconomically disadvantaged students</li> <li>32.9% of homeless students</li> <li>33.3% of students with a disability</li> <li>25.9% of foster youth</li> <li>24.5% English learners</li> <li>33.9% African American</li> <li>25.9% Hispanic</li> <li>31.7% Two or More Races</li> </ul>			To reduce the percentage of chronically absent students by 5% for all student groups.	
3	Chronic Absentee Rate Kindergarten	<p>According to 2023-2024 Attention 2 Attendance (A2A) reports, the chronic absentee rate for Kinder students is 26.59%.</p>			To reduce the chronic absentee rate for kinder to less than 20%.	

4	Chronic Absentee Groups (A2A)	<p>According to preliminary data pulled in May, 2024, from the A2A system, the percentage of chronically absent students are as follows:</p> <ul style="list-style-type: none"> <li>19% of all students</li> <li>25% of socioeconomically disadvantaged students</li> <li>27% of homeless students</li> <li>25% of students with a disability</li> <li>19% English learners</li> <li>25% African American</li> <li>20% Hispanic</li> <li>24% Two or More Races</li> </ul>			To reduce the percentage of chronically absent students by 5% for all student groups.	
5	California Healthy Kids Parent Survey Engagement	<p>In the 2023-2024 CHKS the following was reported:</p> <ul style="list-style-type: none"> <li>27% of parents "strongly agree" and 40% agree that the school allows input and welcomes parents' contributions</li> </ul>			<p>In the CHKS the following was reported:</p> <ul style="list-style-type: none"> <li>30% of parents "strongly agree" and 45% agree that the school allows input and welcomes parents' contributions</li> </ul>	

6	California Healthy Kids Parent Survey School Climate	<p>In the 2023-2024 CHKS the following was reported:</p> <p>88% of parents "strongly agree" or "Agree" school promotes academic success for all students</p> <p>88% of parents "strongly agree" or "Agree" school is a safe place for my child</p> <p>72% of parents "strongly agree" or "Agree" school promotes respect of cultural beliefs/practices</p>			<p>In the CHKS the following was reported:</p> <p>Maintain a minimum of 90% of parents "strongly agree" or "Agree" school promotes academic success for all students</p> <p>Maintain a minimum of 90% of parents "strongly agree" or "Agree" school is a safe place for my child</p> <p>Maintain a minimum of 80% of parents "strongly agree" or "Agree" school promotes respect of cultural beliefs/practices</p>	
7	Parent Participation in Parent Teacher Conferences	<p>100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2023-2024 school year totals, 7,318, which includes 5,255 elementary student conferences and 2,063 middle school conferences.</p>			<p>100% of parents of low performing students, low income, English learners, and foster youth continue to be highly encouraged to attend parent teacher conferences with parent participation rates increasing annually.</p>	
8	Middle School Drop Out Rate	<p>According to 2022-23 CALPADS report 8.1, the middle school drop out rate was 0.</p>			<p>According to CALPADS report 8.1, maintain a middle school drop out rate of 0.</p>	

## Goal Analysis for 2024-2025

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

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Engagement and Workshops	To increase parent involvement in school, the District will provide workshops for parents and guardians of unduplicated student groups, which may include district adopted curricula, supplemental curricula, student safety on the internet, college requirements, and/or mental health. This action will include needed staff to coordinate trainings, work with parents, consultant fees, and materials for workshops.	\$198,155.43	Yes
2	Parent Engagement with SEL Curriculum	The District directors and site administration will provide a parent day at Leadership Camp to parents of low income students in order to develop parent strategies to assist with the development of social emotional competency within the family setting. This action will fund transportation for parents to attend, consultants, extra duty for certificated or classified staff, and supplies.	\$27,500.00	Yes
3	Parent Training for Advisory Committees	In building a partnership with parents, the District directors and site administrators will provide collaboration opportunities and training for current advisory committee members (i.e.. School Site Council, ELAC, and DELAC) in site and district governance, effective use of data to drive improvement of the instructional program, as well as budgeting funds as applicable, to best meet the needs of all students. There are no funds allocated for this action.	\$0.00	No
4	Parent Literacy Program	To increase parent involvement in school, a Bilingual Assistant will provide an opportunity for parents of English learners to participate in an English Language Literacy Program. Parents of	\$38,512.18	Yes

		English learners can feel isolated from the school environment due to language limitations, which can lead to a decrease in advocacy and communication. This action will focus on developing communication skills for parents so that they feel connected to their child's education while also continuing to increase parent participation on campus. This program celebrates parents becoming dual language speakers.		
5	Connecting Resources to Families	The collaborative Empowering Youth Committee comprised of parents, certificated staff, and classified staff will provide access to community agencies to parents of low income students through the coordination of the annual Empowering YOUTH Festival. This action will fund supplies, vendors, community presentations, and materials.	\$34,000.00	Yes
6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Teachers will provide additional conference times for parents during two non-student days to collaborate on the student progress of EL students, low income students, and foster youth. Conferences for foster youth may include social workers and counselors. This action will fund two days for certificated staff to meet with parents during flexible hours.	\$596,581.00	Yes
7	Addressing Barriers to Student Attendance	Attendance Workers will collaborate with the District Community Liaison to address barriers to attendance by providing communication of community/district resources to families, tracking attendance, and creating attendance interventions for low income students. This action will fund 5 Attendance Workers, supplies to implement the program, professional development as needed, certificated extra duty, and school supplies and backpacks for low income students. This service supports the most chronically absent student groups site wide based on the Pupil Engagement Indicator.	\$1,078,297.00	Yes
9	Communication Systems	In order to build consistent and efficient communication systems for parents of low income students, English learners, and foster youth, the District will research and move towards implementation of a supplemental online platform. Streamlined online communication systems eliminate barriers and provide access to communication for families. This eliminates the use of multiple online applications, broadens access to families, and provides a platform for two-way communication.	\$209,078.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$12,413,764.00	\$450,472.00

## 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
13.85%	3.07%	\$2,794,552.78	16.92%

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 #(s)	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
Goal 2 Action 9: Equitable Access to Technology	<p>Low income students demonstrate lower achievement rates on both the CAASPP and NWEA, which may be as a result of access to technology to complete assignments beyond the school day.</p> <p>Low income students demonstrate a need for access to technology and/or connectivity at home. Low income families often have limited and/or no devices available for families with multiple siblings as well as inconsistent connectivity to online curriculum and supplemental curriculum.</p> <p>The District encompasses 360 square miles, some of which is very remote; therefore, access and connectivity are a concern for low income families in these areas.</p> <p>The District has distributed 3,115 devices as well as a number of hotspots as a result of parent requests.</p>	<p>Students using an assigned device as well as connectivity through a hotspot will demonstrate increased use of online supplemental supports/interventions, curriculum access, and work completion.</p> <p>The District will continue to distribute devices and hotspots to students based on parent requests.</p> <p>This action is principally directed to low income students; however this action is provided on an LEA-wide basis because all students can benefit from an assigned device and connectivity at home.</p>	<p>Metrics used to monitor effectiveness include the number of devices distributed and academic achievement results for low income students on the CA Dashboard and NWEA (Goal 2).</p>
Goal 2 Action 10: Management, Distribution, and Repair of Student Technology	<p>CAASPP results and NWEA data indicates lower proficiency rates for low income students. Access to working technology beyond the school day may cause a barrier for low income students.</p> <p>There is a continual need communicated from parents for online support using District distributed devices. 3,115 devices have been distributed to low income students for use at home. Low income families need access to technicians through email and the District technology helpline to troubleshoot connectivity and repairs. Continual maintenance is needed to keep these distributed devices working consistently.</p>	<p>The District will continue to provide timely and efficient repair and distribution of technology and hotspots to families in order to mitigate technology barriers and increase student access to curriculum and supplemental online programs.</p> <p>The District will maintain the technology helpline for families to support quick repair and troubleshooting issues that may prevent a student from accessing the curriculum beyond the school day.</p> <p>As a result of this service, low income students will increase work completion rates as well as demonstrate increased academic achievement on state assessments and local benchmarks.</p> <p>This action is principally directed at meeting technology access and connectivity for low income students. However, this service is provided at an LEA-wide level because all students with technology at home can benefit.</p>	<p>The District will record the number of devices distributed and monitor the effectiveness of technology support.</p> <p>The District will monitor achievement rates on the CAASPP and NWEA for low income students. (Goal 2)</p>



<p>Goal 2 Action 12: (AVID) Student Engagement in a Challenging and Relevant Program</p>	<p>In analyzing the needs of low income students, the District observes that low income students have limited college readiness skills due to a variety of barriers, which include family members without a college-going tradition to assist with college planning, and students lacking fully developed skills such as organization, note taking, goal setting, and collaboration.</p> <p>Low income student performance on the CAASPP is 36% Proficient in ELA and 21% Proficient in Math. Although, low income students are showing some growth, this student group is performing below non low income students.</p> <p>As part of the WASC evaluation process, the external school site review teams have indicated the need to continue and increase AVID college and career readiness skills at multiple school sites under review for the 2023-2024 school year.</p>	<p>The District will provide AVID site licenses for all schools, which includes online professional development; AVID Weekly reading opportunities to hone in on reading comprehension skills; and access to the ongoing school wide implementation tool, which focuses on the AVID pillars of Instruction, Systems, Leadership, and Culture.</p> <p>The District will provide AVID Foundation training for teachers, which provides strategies to embed in lessons that focus on reading, writing, inquiry, organization, and collaboration (WICOR). These high-leverage strategies will assist in providing strategic access to the content for low income students.</p> <p>AVID site licenses also provide implementation and monitoring support to school sites from an AVID Program Manager. Thus, supporting sustainable AVID systems.</p> <p>This action is principally directed towards the needs of low income students; however this action is provided on an LEA-wide basis because all students can benefit from college and career readiness skill development.</p>	<p>The metrics used will include qualitative measures, such as observations of evidence-based strategies applied by teachers, review of the site reflection results on the AVID CCI document, and the academic achievement results for low income students on both the CAASPP and NWEA (Goal 2).</p>
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<p>Goal 2 Action 13 (AVID in Middle School) Student Engagement in Structured Collaborative Learning</p>	<p>In analyzing the needs of low income students, the District observes that low income middle school students have limited college readiness skills due to a variety of barriers, which include family members without a college-going tradition to assist with college planning, the needed development of problem solving skills to conceptualize challenging concepts, and the need for exposure to colleges and technical schools.</p> <p>There is a disparity between performance levels of low income students and non low income students. Based on the math NWEA winter results for 7th grade, low income students are performing at the 33 percentile and the 8th grade low income students are performing at the 36 percentile. Non low income students in 7th grade are at the 53 percentile and 8th graders are at the 51 percentile.</p>	<p>The District will offer AVID Elective sections at Joe Walker Middle School and Hillview Middle School. Del Sur is moving towards full implementation of an AVID elective; however, they will continue with a study skills course until staff is fully trained and hired. The majority of students enrolled in the AVID Elective courses are low income first generation college-bound students.</p> <p>The AVID elective sections offer students enhanced collaborative small group instruction to engage in learning through an inquiry model while clarifying points of confusion within core content. While students can work on all subject areas, math courses appear to be the most challenging.</p> <p>AVID tutors (paraeducators) are hired to work with students in the AVID elective courses, which provides additional collaboration and academic discussions using the inquiry method.</p> <p>The AVID site teams will continue to monitor AVID implementation and complete the annual CCI, which is a reflection tool to build AVID systems and supports.</p> <p>This action is principally directed to low income students; however the college and career readiness skills can benefit all students. Furthermore, as part of the AVID program, the AVID Site Team provides professional development and school wide implementation support for all students to both AVID paraeducators and teachers.</p>	<p>The metrics used will include qualitative measures, such as observation of evidence-based AVID strategies, implementation of AVID tutorials, and review of the CCI, a reflective tool completed annually. Additionally, academic growth will be monitored using the NWEA assessment results (Goal 2), and AVID students will be offered a survey.</p>
<p>Goal 2 Action 14: Equitable Access to the Programs</p>	<p>Low income students traditionally lack access to an optional GATE assessment due to transportation or knowledge of the assessment. Therefore, there are low numbers of low income students enrolled in the GATE program when an optional assessment is provided.</p> <p>Low income students, that are not identified as GATE students, may lack access to advanced courses in middle school and high school.</p>	<p>The District will provide 4th grade students with an assessment to identify them for the GATE program. Communication and assessment results are provided to the parents.</p> <p>For students that miss the assessment in 4th grade, the District will provide another path for identification based on student performance, which requires a student score at Exceeds Standards for two concurrent years on the CAASPP for both ELA and math. This will ensure equitable access across grade levels.</p> <p>This action is principally directed to low income students; however, this service can benefit all students so that they have increased opportunities for rigorous and/or advanced course work.</p>	<p>The metrics used for this action will include tracking the number of students and student groups identified yearly for the GATE program.</p>

<p>Goal 2 Action 15: Increased Arts Program</p>	<p>Low income students can exhibit a lack of access to extracurricular activities outside the school day due to transportation requirements and limited funds.</p> <p>Based on the Elementary California Healthy Kids Survey, 63.5% of 5th and 6th grades responded "Yes, most of the time" or "Yes, all of the time" that they feel connected to school. Music and art can increase a student's involvement and motivation to come to school.</p> <p>Low income students not engaged in the school environment may also struggle with attendance and behavior.</p> <p>Based on outreach to families, parents continue to inform the District of a desire for students to be exposed to a wide variety of engaging activities, such as music and art.</p>	<p>The District will provide arts instruction from a roving credentialed teacher to students at the three lowest poverty schools.</p> <p>Arts instruction may include music, fine arts, and/or drama.</p> <p>This service is principally directed to low income students. However, all students can benefit from arts instruction, which will result in increased student connectedness and engagement.</p>	<p>The District will monitor the student school connectedness results on the California Healthy Kids Survey for elementary students. (Goal 3)</p> <p>The District will monitor chronic absentee rates. (Goal4)</p> <p>Qualitative measures such as student observations in the program will be reviewed.</p>
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<p>Goal 2 Action 16: Reading and Math Intervention from Kindergarten through 8th Grade</p>	<p>Based on enrollment of low income students, this student group has historically had a lack of exposure to early education due to access to transportation and knowledge of enrollment opportunities in transitional kindergarten and/or preschool. As a result, low income students may enter school with less exposure to listening and speaking opportunities, which can impact academic achievement in reading, writing, and a conceptual understanding of math.</p> <p>Classroom sizes across the District can create the need for combination classes, which can be difficult for low income students that do not have the skills to work independently due to a lack of exposure to early education. Additional teachers hired at the same early elementary grade levels can mitigate this barrier for low- income students.</p> <p>Math achievement scores on the CAASPP and the NWEA District assessments for low income students, continue to lag behind non low income students. CAASPP results in math for low income students showed 21% proficient while all students scored at 30% proficient. Therefore, there is an identified need to provide low income students with a supplemental math program to support an inquiry-driven approach to solidify conceptual mathematical concepts.</p>	<p>NWEA Reading Fluency data shows an increase in the essential and foundational skills needed to read. Decoding Power, a supplemental direct teaching program for early readers will be purchased for all elementary teachers to increase direct and explicit reading. Thereby, supporting the continued increase in reading achievement through a sequential and systematic program.</p> <p>Timely and efficient skills assessments in the NWEA system will be provided and analyzed to intentionally target learning gaps in the early elementary grades. These skills assessments are included beyond the expected assessments completed three times each year.</p> <p>The supplemental math program, Illustrative Math, will be purchased for all teachers in grades kindergarten through 8th grade. The program provides collaborative and hands-on opportunities to grapple with and practice mathematical concepts.</p> <p>Professional development through the CORE Online Elementary Reading Academy will continue to be offered to teachers to build the knowledge base and theory behind the science of reading.</p> <p>This service is principally directed to low income students; however, all students will benefit from direct and explicit reading instruction and inquiry driven math lessons.</p> <p>This service supports the most underachieving student groups District and site wide in ELA and math.</p>	<p>The District reasonably believes that the focus on math and reading will positively impact academic achievement. The District will monitor the ELA and math CAASPP results on the CA Dashboard (Goal 1) as well as the NWEA Reading, Math, and Reading Fluency Data for low income students (Goal 2).</p>
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<p>Goal 2 Action 17: Diagnostic Assessments</p>	<p>NWEA and CAASPP results, in both ELA and math, show a discrepancy in academic achievement for low income students compared to non low income students at all grade levels.</p> <p>Parent input also indicates a need for continued communication of specific skill gaps for students in both ELA and Math. Parents want to know specific skills and standards in which their children struggle, and they have asked for advice on how to close these knowledge gaps.</p>	<p>The NWEA Reading, Math, and Reading Fluency assessments will be provided to students three times each year. The timely and formative results are analyzed at school sites in grade level teams to efficiently provide intervention and instruction of unlearned concepts. Timely intervention within the classroom and referrals to Tier II programs beyond the school day are a direct result of progress on the NWEA assessments. And for low income students with a discrepancy in learning, early intervention is pivotal in closing the achievement gaps.</p> <p>IXL, an additional supplemental online program, will be provided to all students. The IXL program supports additional instruction for identified areas of need based on the NWEA assessment. The IXL platform can be used both within and outside the school day.</p> <p>The District will consistently communicate student progress to parents/guardians at progress reporting periods.</p> <p>This action is principally directed to low income students; however, this service is provided to all students LEA-wide because all students and families benefit from early and timely academic intervention to propel academic achievement.</p>	<p>The District will monitor implementation of the NWEA assessments assuring a high participation rate. Additionally, the District will monitor NWEA progress results of all student groups (Goal 2).</p>
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<p>Goal 2 Action 20: Career Technical Education (CTE) Pathway</p>	<p>Low income students historically have limited access to college and career exposure. Based on the student results of the CA Healthy Kids Survey, 13% of middle school students indicated that their parents did not finish high school. Additional exposure to college, career, and technical options opens up exposure to students that may not have supplemental exposures to a wide variety of career opportunities.</p> <p>Based on feedback from both the Superintendent's Advisory and the District English Language Advisory Committee, parents recommended additional career exposure. Collaboration with these parents indicated that their children would benefit from learning about career fields to both incite interest as well as increase motivation to learn through hands-on experiences. Parents provided possible areas of exposure, which included engineering, science in the health industry, music, fine arts, robotics, financial literacy, public speaking, coding, and leadership.</p> <p>2023 Math CAASPP results demonstrate a discrepancy between low income and all students. 21% of low income students are proficient in math while 30% of all students are proficient in math. With increased opportunities for rigorous and engaging skill application, it is reasonable to expect that student academic achievement results will increase.</p>	<p>The District will begin to explore options to infuse career and technical skills into learning opportunities, which may be provided during the school day or beyond the bell. This may include supplemental professional development for teachers and staff as well as supplies to begin implementation.</p> <p>The District will develop a comprehensive plan to begin implementation across school sites. The plan will continue to involve parent feedback to address the needs of low income students.</p> <p>This action is principally directed to low income students. However, this service is provided LEA-wide because all students will benefit from increased career and technical opportunities.</p>	<p>The District will monitor implementation and track the number of students participating in the additional opportunities.</p> <p>The District will continue to collaborate with parents, students, and staff in the development of the plan.</p> <p>The District will monitor the academic achievement rates of low income students compared to all students. (Goal 2)</p>
<p>Goal 3 Action 3: Addressing Inequitable Barriers</p>	<p>Upon analysis and reflection of data, there is a need to address discrepancies in academic achievement and school connectedness for low income students. The data demonstrates that low income students are performing at a lower rate; may have attendance barriers that impact regular attendance; and some may be exhibiting signs of trauma or a lack of connection to school, which results in higher suspension rates.</p> <p>* On the CAASPP, 21% of low income students are proficient in math, and 36% of low income students are proficient in ELA compared to 45.6% of all students proficient on ELA and 30% of all students proficient on math</p> <p>* Based on the CA Dashboard, 31.2% of low income students are chronically absent compared to 25.3% of all students.</p>	<p>School administrators, counselors, psychologists, directors, and instructional coaches will participate in professional development. Professional learning will include systematic and tiered application of learning to address academic disparities, student engagement, barriers to attendance, the impact of trauma, and school connectedness.</p> <p>Academic coaches will work with teachers to assist in rigorous and meaningful lesson implementation as well as classroom routines that connect all students to the learning environment. Instructional coaches will routinely connect with teachers to provide on-the-spot coaching, long-term planning, and goal setting to increase student engagement.</p> <p>This action is principally directed to low income students and will be offered on an LEA-wide basis because all students will benefit from systems of support that address barriers to full</p>	<p>The District will monitor academic CAASPP and NWEA achievement (Goal 2), suspension rates (Goal 3), and chronic absenteeism (Goal 3) for low income students.</p> <p>The District will monitor school connectedness on the CA Healthy Kids Survey (Goal 3).</p> <p>The District will document the number of teachers working with instructional coaches and provide qualitative data specific to classroom instruction and student engagement.</p>

\* Based on the CA Dashboard, 5.3% of low income students were suspended at least once compared to 4.1% for all students.

The CA Healthy Kids Survey, completed annually, shows a diverse pool of student respondents. Concerning areas, which can specifically address low income families, include the following:

\* 5% of middle school students missed school within the last 30 days because of lack of transportation

\* 13% of middle school students missed school within the last 30 days because of feelings of sadness, hopelessness, stress, anxiousness, or anger

\* 12% of middle school students missed school within the last 30 days because they had to help a family member

\* An average of 14% of middle school students have considered attempting suicide within the last 12 months

\* An average of 4.5% of middle school students were harassed within the past 12 months because someone thought they were an immigrant

\* 4% of middle school students have used a vaping device 4 or more times

This data indicates issues of school connectedness; low income challenges such as transportation and family care impacting regular attendance; and some drug use, which may be a form of coping as a result of long term poverty. Therefore, there is an identified need to determine root causes and systems of support so that low income students are fully engaged in learning and the school community.

engagement in the learning environment.

<p>Goal 3 Action 4: Implementing Systems for Academic, Behavior, and Social Emotional Support</p>	<p>Analysis of data on the CA Dashboard presents the following for low income students:  * Based on the CA Dashboard, 31.2% of low income students are chronically absent compared to 25.3% of all students.  * Based on the CA Dashboard, 5.3% of low income students were suspended at least once compared to 4.1% for all students.</p> <p>The CA Healthy Kids Survey had a diverse pool of respondents. Analysis of the CA Healthy Kids Survey indicates the following concerns:  * 5th and 6th grade students answered an average of 63% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time"  * 7th and 8th grade students answered an average of 49% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time"  * 63% of middle school students indicate that they are academically motivated  * 34% of 7th grade students indicate chronic sadness  * 31% of 7th graders indicated social and emotional distress  * 13% of middle school students indicated that their parents did not finish high school  As a result of long-term trauma, students experiencing poverty can show a decreased connection to learning, an increase in risky behaviors, and an increase in anxiety and sadness. Adults that do not graduate from high school may struggle with adequate annual income at a greater rate, which can result in poverty contributing to long-term trauma within the family.</p> <p>Student middle school surveys indicate the counseling lessons that have the greatest impact include mental health, high school preparation (A-G requirements), and coping skills.</p>	<p>Each elementary school has one dedicated counselor, with the exception of Sundown Elementary. This school site has a larger percentage of low income students from the two shelters within the school boundaries. Therefore, this elementary school has two counselors. Each comprehensive middle schools has two counselors.</p> <p>A team of counselors presents calibrated lessons in every classroom in all grades on topics such as time management, zones of regulation and coping skills, academic goal setting, and A-G requirements. All lessons are connected to the ASCA mindsets and behavior student standards, and the majority of lessons include pre and post student assessments, which measure the impact of the lesson content. Tier II lessons are conducted each quarter and focus on attendance, academic goal setting, and behaviors that impact student engagement. Tier II lesson interventions are provided over six to eight weeks. Students participating in these small groups have an increased need for support and regular check-ins. One-on-one or short-term counseling is provided individually to students with specific needs, which may include grief, trauma, and/or anxiety. The comprehensive counseling program is based on the American School Counseling Association (ASCA) framework.</p> <p>School counselors complete risk assessments in conjunction with the school psychologist.</p> <p>School counselors provide parent lessons and information on high school requirements, promotion requirements, and skill development.</p> <p>This action is principally directed to support the needs of low income students. However, this action is provided on an LEA-wide basis because all of the District's students can benefit from social emotional support, attendance support, and behavior supports from the counseling team.</p>	<p>The District will monitor the student participation rates for Tier II groups provided by the school counselor, the trends in risk assessment data from year to year, and the total numbers of lessons and small group lessons provided by the counselors.</p> <p>The District will monitor the student responses on the CA Healthy Kids Survey school connectedness and mental health indicators. (Goal 3)</p> <p>The District will review the results on the CA Dashboard that address attendance (Goal 4) and suspension rates. (Goal 3)</p>
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<p>Goal 3 Action 5: Supplemental Support Staff to Address SEL and Trauma</p>	<p>Schools with the highest poverty rates, demonstrate an increased need for low income students struggling with attendance, academics, and challenging behaviors. These schools have a higher rate of foster students, families experiencing homelessness, and poverty. Low income families may lack resources, such as transportation, consistent housing, and adequate food needs. Therefore, impacting the levels of long-term trauma on the family. These needs can exacerbate barriers to regular attendance and behavior regulation.</p> <p>Additional data identifying the need for increased services is noted in Goal 3 Action 4, since this is a supplemental support to the counseling program specifically addressing the needs of the highest poverty schools.</p>	<p>This action is a layered service that works specifically with Goal 3 Action 4 (Counselors). Paid counseling interns work alongside the full-time counselors to provide additional on-the-spot supports for low income students at the highest poverty schools in the District. This may include additional classroom lessons, one-on-one routine check-ins with students, and Tier II small group supports.</p> <p>This action is principally directed to low income students at the schools with the highest socio-economically disadvantaged rates. This action is provided school wide because all students will benefit from additional social-emotional supports. The service is supported with add-on Concentration Grant Funds. For an additional explanation of needs and implementation see the narrative addressing the description of the plan for additional concentration grant add-on funding. The District believes that this is the most appropriate and effective service to address the needs of low income students and foster youth at the identified schools.</p>	<p>The District will monitor the CA Healthy Kids Survey school connectedness rates. (Goal 3)</p> <p>The District will monitor the CA Dashboard low income attendance (Goal 4) and suspension rates. (Goal 3)</p>
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<p>Goal 3 Action 6: Promoting Positive Social and Emotional Competency (CCA)</p>	<p>Long term trauma for low income students can adversely affect connections to school, which can result in high rates of absences and behavior challenges. Analysis of data on the CA Dashboard presents the following for low income students:</p> <ul style="list-style-type: none"> <li>* Based on the CA Dashboard, 31.2% of Low Income students are chronically absent compared to 25.3% of All Students.</li> <li>* Based on the CA Dashboard, 5.3% of Low Income students were suspended at least once compared to 4.1% for All Students.</li> </ul> <p>Based on the California School Parent Survey provided annually to parents, 6% of parents disagree or strongly disagree that the school is a supportive and inviting place for students at the elementary level while 14% of parents disagree that school is a supportive and inviting place for students at the middle school level. This is also representative of input from the parents of unduplicated student groups at advisory meetings, which include concerns specifically regarding student-to-student safety during unstructured times of the day.</p>	<p>Campus Climate Assistants and other staff leads will provide proactive on-the-spot support to build social and emotional competency for low income students during unstructured play. This may also include routine check-ins with students to assist in connecting students to a caring adult on campus.</p> <p>Campus Climate Assistants work in conjunction with the school counselors to provide SEL support and immediate conflict resolution to students. The staff will be trained in Leadership Development Through Physical Education (LDTPE), the social emotional curriculum taught during PE. The team will also attend training in the Notice - Choose - Act framework to help students learn to reflect and problem solve situations.</p> <p>Additional training will include the structures, games, and systems in the PlayWorks program. With the majority of school conflicts resulting from issues during unstructured play times such as lunch and recess, the team of CCAs will create zones of play with guidance on the rules of the game. This District reasonably expects a greater number of students to participate in structured and vigorous physical activities. Thus, creating a school environment of safety during play. Additionally, the physical benefits of play during lunch and recess will show increases in social and emotional health, decision-making, and collaboration skills. Campus Climate Assistants in conjunction with other staff and administrators will provide the structure of the PlayWorks program while teaching students to become active participants in safe play. The District reasonably expects a decrease in behavior challenges on the playground, which can result in both time out of class and suspensions.</p> <p>This action is principally directed to low income students; however it is being provided on an LEA-wide basis because all students will benefit from social emotional skill development and the positive outcomes of physical play in a safe environment.</p> <p>This service will provide support to the lowest achieving District and site student groups in the area of school climate.</p>	<p>The District will monitor the CA Dashboard attendance and suspension rates for low-income students. (Goal 3)</p> <p>The District will continue to gather feedback from parent groups through the CA School Parent Survey as well as through other advisory committees. The California Student Parent Survey will be monitored. (Goal 4)</p>
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<p>Goal 3 Action 8: Intensive Behavior Support</p>	<p>As a result of long term trauma, some low income students exhibit extreme social emotional behavior challenges that impact full engagement in the educational program. This can result in a higher degree of students out of class working through a de-escalation process or suspended from the school environment. Additionally, low income students can have a decreased exposure to social situations and routines found in a school or childcare setting. With this lack of exposure, students can be under schooled and lack social emotional skills needed in a structured school setting.</p> <p>Based on the CA Dashboard, 5.3% of low income students were suspended at least once compared to 4.1% for all students.</p>	<p>One full time behaviorist and three consultants work with students and teachers on extreme and challenging behaviors. The behaviorists spend time with the teacher to develop structured supports as well as provide the staff with possible triggers that lead to extreme outbursts or elopement from the classroom.</p> <p>This service is principally directed to low income students. However, this action is being provided on an LEA-wide basis because all students can benefit from social emotional supports, which will contribute to increased student engagement.</p>	<p>The District will monitor the CA Dashboard suspension rates. (Goal 3)</p> <p>The District will review qualitative feedback on program supports from the staff.</p>
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<p>Goal 3 Action 12: Application of Professional Development for Certificated Staff</p>	<p>2023 Math CAASPP results for unduplicated student groups indicate an academic discrepancy for low income students compared to all students: Low income 21% proficient EL 9% proficient Students with Disabilities 9% proficient Foster Youth 11% proficient</p> <p>Math NWEA MAP 2023-2024 normed percentile rankings demonstrating a discrepancy between low income students and All Students: 2nd grade 25 3rd grade 31 4th grade 37 5th grade 28 6th grade 33 7th grade 33 8th grade 36</p> <p>ELA NWEA MAP 2023-2024 normed percentile rankings demonstrating a discrepancy between low income students and All Students: 2nd grade 32 3rd grade 36 4th grade 42 5th grade 38 6th grade 44 7th grade 36 8th grade 40</p> <p>As a result of parent workshops reviewing the use of the supplemental curriculum, Illustrative Math, parents overwhelming understood and expressed the importance of student's grappling with mathematical processes through inquiry and collaboration. Thus, increasing conceptual mathematical understanding and use of academic language.</p>	<p>Professional development will be provided to certificated staff through the Westside Institute series, which includes up to 10 days before school begins in August as well as an additional 10 days throughout the school year.</p> <p>Professional development is provided to increase workshop time beyond the core curriculum to engage and enhance learning. Content may include training in the use of Illustrative Math, Thinking Maps (writing), Universal Design for Learning (UDL), AVID Foundations, AI's Pals (SEL for lower elementary) and Rose Ready, Leadership Development Through Physical Education (LDTPE SEL for elementary and middle school PE).</p> <p>This action is principally directed to low income students. However, this action is provided LEA-wide because all students benefit from enhanced strategies and supplemental curriculum support.</p> <p>This action supports the most underachieving student groups at the District and site level.</p>	<p>The District will monitor academic discrepancies in the NWEA Math and Reading results as well as NWEA Reading Fluency (lower elementary) data for low income student groups. (Goal 2)</p> <p>The District will monitor academic progress discrepancies on the CASSPP, both ELA and Math, on the CA Dashboard for low income students. (Goal 2)</p>
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<p>Goal 3 Action 13: Application of Professional Development for Classified</p>	<p>The CA Healthy Kids Survey had a diverse pool of respondents. Analysis of the CA Healthy Kids Survey indicates the following concerns:</p> <ul style="list-style-type: none"> <li>* 5th and 6th grade students answered an average of 63% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time"</li> <li>* 7th and 8th grade students answered an average of 49% that they feel connected to school either "Yes, most of the time" or "Yes, all of the time"</li> <li>* 63% of middle school students indicate that they are academically motivated</li> <li>* 34% of 7th grade students indicate chronic sadness</li> <li>* 31% of 7th graders indicate social and emotional distress</li> <li>* 13% of middle school students indicate that their parents did not finish high school.</li> </ul> <p>Paraprofessionals working with students have increased access to students in the classroom and during unstructured times. The District understands that when staff prioritizes relationships with students, they have connections to a caring adult. Thus, students feel connected to the learning environment.</p> <p>Based on feedback from the California School Employees Association (CSEA) members, there is a need to increase professional development to assist with the students demonstrating non-compliance and risky behaviors. Many low income students experience long-term trauma. Therefore, they may need additional academic and behavior supports. Conversation with the members also showed great concern for increased professional learning strategies to work with students to support academics, de-escalation of behaviors, and student engagement.</p> <p>Additional feedback from CSEA members included changing the length of time of the training with options to include morning and afternoon sessions, so that a greater number of staff could attend while avoiding missed shifts.</p>	<p>Professional development options will be available for paraprofessionals, bilingual assistants, Campus Climate Assistants, playground staff, librarians, and attendance liaisons.</p> <p>Professional development is offered in the fall before school and other non-student days, which includes flexible times.</p> <p>Workshops will include topics, such as trauma-informed practices, strategies for de-escalation, academic strategies to increase hands-on and collaborative learning, verbal strategies to increase academic questioning and checking for understanding, learning center games for the supplemental Illustrative Math curriculum, and AVID group tutorial procedures.</p> <p>This action is principally directed to low income students. However, this service is provided LEA-wide because all students will benefit from increased practice of skills and connections to classified staff members.</p>	<p>The District will continue to monitor the CA Healthy Kids Survey in the areas of school connectedness. (Goal 3)</p> <p>The District will monitor the academic discrepancies in achievement in ELA and math for low income students. (Goal 2)</p> <p>The District will continue to collaborate with members of CSEA to gather qualitative data and needs in working with low income students. (Stakeholder feedback)</p>
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<p>Goal 3 Action 14: Building Social Emotional Competency</p>	<p>There is an identified need communicated by educational partners and parents to increase supports for students experiencing trauma and challenges. In addition to increasing staff and training, the social-emotional learning (SEL) curriculum provides an additional layer of skill development to assist students to reflect on how others perceive their actions, learn that other student's perceptions may be different than their own, learn to increase ways to positively communicate to others, and nurture a sense of empathy. These skills will increase a student's opportunities to build meaningful connections and relationships.</p> <p>The 2023 CA Dashboard notes that 5.3% of low income students have been suspended at least once and 31.2% of low income students are chronically absent. The District believes that when low income students are connected to school and have developed resiliency skills to remain engaged positively in school, low income students will show a decrease in chronic attendance rates and a decrease in suspension rates.</p>	<p>The Leadership Development Through Physical Education Program (LDTPE) will continue to be embedded in the PE program.</p> <p>PE teachers, paraprofessionals, Campus Climate Assistants, and Playground staff will have the opportunity to be trained during the school year. This includes direct service days with consultants for the PE teachers and participating PE aides.</p> <p>This action is principally directed to low income students. However, this action will be provided LEA-wide because all students benefit from gaining social and emotionally skills.</p>	<p>The District will monitor the discrepancies noted on the CA Dashboard for chronic absences and suspension rates for low income students. (Goal 2)</p> <p>The District will continue to gather feedback as qualitative data from educational partners, including students.</p>
<p>Goal 3 Action 15: Building Self-Efficacy Through Experiences</p>	<p>Based on self-identified issues on campus from the 6th grade students attending the All It Takes Camp, they noted that rumors, bullying, fighting, disrespect, and drama were critical to overcome in order to engage in the learning environment.</p> <p>Based on the 2023 CA Dashboard, 5.3% of low income students have been suspended at least once from school compared to 4.1% of all students. This indicates an increased need for low income students to develop social-emotional resiliency skills such as perseverance and coping skills, which are embedded in the LTDPE curriculum.</p>	<p>All 6th grade students will participate in the All It Takes Leadership Camp. The day camp provides an additional layer of learning beyond the introduction of skills in the physical education LDTPE SEL curriculum. At camp students use the Notice - Choose - Act framework to address problematic issues that are impeding the school community's ability to promote a positive and safe school culture. Students will practice teamwork, problem solving, communicating, and learning how to apologize.</p> <p>6th grade teachers across the District participate in the day camp with their students, which allows them to participate in the learning.</p> <p>Transportation is provided for students to attend the camp at The Painted Turtle.</p>	<p>The District will monitor the discrepancies in the suspension rates for low income students on the CA Dashboard. (Goal 3)</p> <p>The District will gather feedback from students at camp to understand their needs in working through conflict and challenges on campus between their peers.</p>

<p>Goal 4 Action 1: Community Engagement Workshops</p>	<p>Collaboration with parents has identified the need for increased access to parent workshops that include the use of online supplemental/intervention programs; access to online core curriculum platforms; strategies to work with challenging student behaviors; online risky behaviors; and the use of the supplemental math program, Illustrative Math. The District understands that providing workshops to low income families will address barriers and access to online supports. Additionally, through the development of these skills, low income families gain enhanced learning opportunities to support their children.</p> <p>According to the CA School Staff survey, 38% of staff indicated "Strongly agree" that the school site promoted parental involvement. 41% of parents noted "Strongly agree" on the California School Parent Survey that they feel that school encourages them to be an active partner.</p>	<p>Parents will be provided opportunities throughout the school year to participate in workshops in various subjects. Workshops will be scheduled at various times to address conflicts in schedules, and some workshops may be available online or through recordings.</p> <p>This action is principally directed to low income students, English learners, and foster students. However, all families benefit from workshops that enhance the student school experience.</p>	<p>The District will gather qualitative feedback from parents to determine needs and continuing support through advisory council meetings.</p> <p>The District will monitor parent responses from the annual California School Parent Survey. (Goal 4)</p>
<p>Goal 4 Action 2: Parent Engagement with SEL Curriculum</p>	<p>According to the 2024 California School Parent Survey, 39% of parents indicated "Strongly agree" and 41% of parents "Agree," that parents feel welcome to participate at the school.</p> <p>According to the 2024 California School Parent Survey, 63% of parents either "Strongly agree" or "Agree" that the school provides advise and resources to support their child's social and emotional needs.</p> <p>Input from low income families continues to include the need for supplemental training to support technology, curriculum access online, supplemental online intervention programs, mental health and wellness, and challenging behaviors.</p>	<p>Parents are offered the opportunity to attend a parent day at camp, which includes strategies to work with their child to develop communication, corrective behavior skills, and trust. Parents learn about the Notice - Choose - Act framework and positive ways to communicate and guide their children through challenges. This is an extended parent component of the SEL curriculum, Leadership Development Through Physical Education, that students learn at school.</p> <p>Parents are transported by bus to the all-day camp. They participate in team building activities and open collaboration. Parents that attend build supportive and positive relationships with others that attend.</p> <p>This action is principally directed to low income families. However, this action is provided LEA-wide because all parents benefit from developing their skills to support the challenging needs of their children.</p>	<p>The District will monitor the California School Parent Survey. (Goal 4)</p> <p>The District will gather feedback from advisory groups, parent participants at camp, and parent workshops.</p>

<p>Goal 4 Action 5: Connecting Resources to Families</p>	<p>The District encompasses 360 square miles with many low income families in remote areas. There is an identified need to connect families to the vast resources within the city boundaries because low income families often struggle with transportation and funds. These resources include medical care, mental health care, nutrition education, student groups such as the Boy Scouts or the YMCA, after school care, and other community services.</p> <p>The District works with families in a variety of ways, and the community members continually ask for health resources as well as charitable organizations that provide food and clothing.</p>	<p>Annually, the District promotes the Empowering YOUth Family Festival in which agencies and a wide variety of community resources are provided to parents at a central location. With easier access to agencies and vendors, low income families have access to an abundance of potential resources.</p> <p>District employees including the librarians, nurses, attendance liaisons, and counselors provide parents with school information, reading materials, and resources. Students learn basic first aide, interact with the robotics team, and receive free bike tune-ups.</p> <p>The event is free and allows parents to positively interact with the larger school community, which promotes a positive and caring school environment.</p> <p>This service is principally directed to low income students. However, the service is provided on an LEA-wide basis because all families benefit from receiving resource information in a positive and interactive school event.</p>	<p>The District will monitor attendance at the event and collect qualitative data through a survey to families that attended.</p> <p>The District will monitor parent perception results about positive involvement in school on the California School Parent Survey. (Goal 4)</p>
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<p>Goal 4 Action 6: Parent Teacher Conferences</p>	<p>All parents of low income, English learners, and foster youth are highly encouraged to attend parent teacher conferences. According to a parent survey, 7,318 Parent/Teacher conferences were conducted in the fall, which included 5,255 elementary conferences and 2,063 middle school conferences. 496 conferences were conducted by phone, 143 were held via an online platform, and 2,100 were held in-person at the school site.</p> <p>According to parents at the advisory council, there is a need to increase parent/teacher conference participation rates in the fall for unduplicated student groups. Barriers for low income families were discussed, which included transportation and scheduling conflicts. Therefore, it is suggested that if there was an increase in offering participation online or by phone, an expanded number of low income families could attend.</p> <p>According to feedback from parents at the District English Language Advisory meeting, not all parents in the room knew about the scheduled conferences. Therefore, there is a need to increase communication of this opportunity.</p>	<p>As noted in the Board's core belief, parent partnerships and community involvement are essential to a students growth. Increased opportunities, specifically for unduplicated student groups will assist in reducing barriers to learning and result in lower rates of absences. Therefore, Parent/Teacher conferences will be offered at a minimum of one time each year in the fall. Emphasis will be placed on clear communication through a variety of messaging to the families of unduplicated student groups as well as offering the possibility of online and/or phone conferences.</p> <p>Two non-student days, solely dedicated for the purpose of increased parent involvement, are scheduled in the fall so that all teachers, administrators, and counselors are available to attend parent/teacher conferences. Conferences provided beyond the regular school day affords access to families to receive committed time and availability to the school staff.</p> <p>Topics discussed at parent/teacher conferences may include academic growth and achievement on the CAASPP and NWEA, participation in class, progress on the ELPAC, attendance, and behavior.</p> <p>Extra duty is provided to bilingual assistants to participate in parent/teacher conferences, as needed.</p> <p>The Community Liaison and Attendance Liaisons are available to attend scheduled conferences, as requested.</p> <p>This action is principally directed to support all unduplicated student groups. However, this service is provided LEA-wide because all families benefit from increased communication regarding their child's progress in school.</p>	<p>The District will monitor the number of parents that participate in conferences through a survey, which includes how the conference was held (phone, online, in-person). (Goal 4)</p> <p>The District will monitor discrepancies of chronic attendance for unduplicated students on the CA Dashboard. (Goal 4)</p>
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<p>Goal 4 Action 7: Addressing Barriers to Student Attendance</p>	<p>There continues to be discrepancies between the attendance of all students and unduplicated student groups. According to the 2023 CA Dashboard, the percentage of chronically absent students were as follows:</p> <ul style="list-style-type: none"> <li>25.3% All Students</li> <li>31.2% Low Income</li> <li>32.9% Homeless</li> <li>33.3% Students with Disability</li> <li>25.9% Foster Youth</li> <li>24.5% English Learners</li> <li>33.9% African American</li> <li>25.9% Hispanic</li> <li>31.7% Two or More Races</li> </ul> <p>The Chronic Absentee rate for Kindergarten students, according to Attention2Attendance reports, is 26.59%. This is a decrease from the previous year; however, the rate is still very high. The District shows some progress in educating parents on the importance of regular attendance in the earliest of grades.</p> <p>According to internal metrics, the Average Daily Attendance is approximately 93.1%, which is an increase of over 1% from the prior year. This is a positive trend; however, the Average Daily Attendance has not reached pre-pandemic levels, yet.</p> <p>The CA Healthy Kids Survey, completed annually, shows a diverse pool of student respondents. Concerning areas, which specifically may address low income families, include the following:</p> <ul style="list-style-type: none"> <li>* 5% of middle school students missed school within the last 30 days because of lack of transportation</li> <li>* 13% of middle school students missed school within the last 30 days because of feelings of sadness, hopelessness, stress, anxiousness, or anger</li> <li>* 12% of middle school students missed school within the last 30 days because they had to help a family member</li> </ul> <p>This data indicates potential issues such as transportation and family care impacting regular attendance for unduplicated student groups.</p>	<p>One Community Liaison and 5 Attendance Liaisons work as a team to address barriers to attendance, specifically for unduplicated student groups. The team educates parents in how to verify an absence; provides resources such as socks and jackets, bus passes, backpacks and school supplies; connects families to additional resources in the community; conducts home visits and wellness checks for students not attending school; connects students to services at school such as technology for use at home and counseling; and much more.</p> <p>The team manages collaborative attendance conferences in conjunction with the Vice Principal at the school site. Parents are notified of attendance concerns through phone calls, letters, and conferences. Extreme chronic attendance issues escalate to SARB and SART contracts.</p> <p>The Community Liaison manages a proactive attendance campaign, Be Here! This includes attendance magnets used for easy access to attendance verification as well as positive messaging from teachers and administrators through the use of attendance (Be Here) postcards sent to students to praise regular or improved attendance.</p> <p>This action is principally directed to support unduplicated student groups. However, this action is provided LEA-wide because all families and students benefit from ongoing and proactive support and communication informing parents of attendance requirements.</p> <p>This action is designed to meet the needs of all underachieving student groups at all sites.</p>	<p>The District will monitor the A2A system for timely chronic rates and early identification of attendance issues for students. (Goal 4)</p> <p>The District will monitor the discrepancies in chronic attendance rates on the CA Dashboard. (Goal 4)</p> <p>Kindergarten and transitional kindergarten chronic absent rates will be monitored in the A2A system. (Goal 4)</p> <p>The District will monitor the CA Dashboard discrepancies in attendance for unduplicated students compared to All Students. (Goal 4)</p> <p>The District will monitor the CA Healthy Kids Survey for specific attendance related questions regarding why students are not coming to school.</p>
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<p>Goal 4 Action 8: Communication Systems</p>	<p>According to parents at both the DELAC and Superintendent's Advisory, there is an overwhelming need to streamline communication systems to receive timely information and address communication for parents that cannot receive information through multiple teacher or school supplemental apps on their phone or computers. As a result of barriers, there is communication failure and communication confusion for parents.</p> <p>According to a survey provided to parents inquiring if parents knew about parent/teacher conferences, some parents were unaware of this opportunity. Parents were able to complete the online survey sent by email or phone. However, inconsistent communication and/or barriers to the communication may be impacting the number of parents that participate in the service.</p>	<p>The District is researching a supplemental communication system to provide timely, efficient, and organized information for parents. The system would include online access to parent forms, surveys, school events, additional features for on-the-spot translations, and more.</p> <p>This action is principally directed at increasing parent involvement for unduplicated student groups. However, this service is provided LEA-wide because all families can benefit from increased and consistent communication.</p>	<p>The District will monitor feedback from parent advisory groups, which may include process data and qualitative input from parents.</p> <p>The District will monitor attendance at events such as Parent/Teacher conferences. (Goal 4)</p>
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**Limited Actions**

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>Goal 2 Action 1: English Learner Paraprofessional and Teacher Support</p>	<p>CAASPP data indicates a significant discrepancy between the academic achievement for English learners and All Students:  13% of EL students are proficient on the ELA portion of the CAASPP  9% of EL students are proficient on the math portion of the CAASPP</p> <p>Internal tracking as of May 2024 on the ELlevation system shows the District has 84 LTELs, all in grades 6 through 8, that have not met the requirements for reclassification.</p> <p>CALPADS reporting for the 2022-2023 school year shows 130 EL students reclassified. Internal tracking predicts approximately 90 EL students to be reclassified in 2023-2024. Due to the health crisis there was a large amount of students reclassified in 2022-2023. As of 2023-2024, the District maintains the approximate pre-pandemic trend of reclassified students.</p> <p>The ELPI Indicator on the CA Dashboard indicates 50.2% of English learners making adequate progress towards English proficiency. 33% of English learners remained at the same proficiency level and 17% of English learners decreased at least one ELPI level.</p>	<p>A team of site bilingual assistants (paraeducators) is employed across the District. All elementary schools, except Leona Valley and Esperanza, have two bilingual assistants. Because of the number of EL students, Leona Valley has one assistant and Esperanza has three. This staff works directly with EL students in the classroom to assist with on-the-spot support, which includes discussion of content, checking for understanding, and translation.</p> <p>The bilingual assistants provide outreach and promote engagement to parents, which includes the parent Latino Literacy program.</p> <p>Through the direction of the certificated teacher, the bilingual assistants work with students in class to practice English language acquisition.</p> <p>This service is limited to English learners. Additionally, this action will support the lowest achieving EL student group at school sites.</p>	<p>The District will monitor the CA Dashboard ELPI Indicator for both the District and school sites. (Goal 2)</p> <p>The District will monitor reclassification rates both at the District level and site level. (Goal 2)</p> <p>The CAASPP scores for both ELA and math for EL student progress will be reviewed. (Goal 2)</p>
<p>Goal 2 Action 6: Increased Services for Long-Term English Learners (LTEL)</p>	<p>Based on the internal District NWEA data, LTEL student academic achievement in both Reading and Math remains stagnant; therefore, these students do not meet the academic criteria to reclassify.</p> <p>Further analysis of ELPAC scores shows that students that are identified as LTEL remain at levels 2 and 3 with little to no movement.</p>	<p>Additional professional development to support teachers working with LTELs will be provided.</p> <p>Supplemental support from the Teacher on Special Assignment for ELs will be offered to colleagues working with LTELs. This may include teacher modeling of instruction on how to increase the engagement of LTELs through evidence-based strategies that promote academic and content language and/or lesson planning to embed high-leverage collaborative strategies to increase language.</p> <p>Supplemental online programs that enhance all language domains will be offered for LTELs. This additional online support can be used outside of the school day.</p> <p>This action is principally directed to support ELs that are not meeting the criteria to reclassify within 6 years.</p>	<p>The District will monitor reclassification rates of LTELs. (Goal 2)</p> <p>The District will monitor the ELPI Indicator on the CA Dashboard to review language acquisition progress. (Goal 2)</p>

<p>Goal 2 Action 7: Maintaining School of Origin</p>	<p>Foster students can move frequently to other homes across the Antelope Valley, which may cause transitional difficulties for foster youth if they need to continually transfer schools. To ensure school stability, the foster liaison works with the educational rights holder of the foster youth to determine the school of attendance that is in the best interest of the foster student.</p> <p>Based on the CA Dashboard, 26.5% of foster students were proficient on the CAASPP in ELA and 11% of foster youth were proficient on the CAASPP in math. This indicates a significant academic discrepancy for foster students compared to all students. Therefore, maintaining school of origin for foster students is critical to their academic achievement.</p>	<p>The District Foster Liaison works in conjunction with the Department of Child and Family Services through an MOU to provide transportation for foster youth to remain at their School of Origin (SOO).</p> <p>This action is directed to and limited to foster youth so that they can remain at their SOO.</p>	<p>The District will track the number of foster students participating in this service.</p> <p>The District will continue to review the academic achievement results of foster students based on the Academic Indicators on the CA Dashboard. (Goal 2)</p>
<p>Goal 3 Action 7: Access to a Co-located CSW</p>	<p>Upon reflection of the foster youth achievement on the CAASPP, there remains a discrepancy between the foster youth proficiency levels and All Students.</p> <ul style="list-style-type: none"> <li>* 22% of foster students are proficient on the ELA portion of the CAASPP</li> <li>* 12% of foster students are proficient on the math portion of the CAASPP</li> </ul> <p>Sundown and Quartz Hill have the largest number of foster students at the elementary level, so the MOU with DCFS is provided at these sites only.</p>	<p>To build continuity and access to a social worker (CSW) for foster youth at Quartz Hill and Sundown, a co-located CSW provides on-the-spot support for the foster students enrolled. The District has an MOU with DCFS in place to support the co-located CSW. The CSW provides regular check-ins with the students and communicates with the foster parent. With continuity, the youth do not need to leave campus for support from the CSW, which can impact time in the classroom.</p> <p>This action is limited to foster youth at Sundown Elementary and Quartz Hill Elementary.</p>	<p>The District will continue to monitor the NWEA results for ELA and Math for foster youth. (Goal 2)</p> <p>The District will monitor the CAASPP achievement results for foster youth in ELA and math. (Goal 2)</p>
<p>Goal 3 Action 11: School-Based Mental Health Services</p>	<p>During the 2023-2024 school year as of May, 150 students were referred to School-Based Mental Health Services. Students may qualify for School-Based Mental Health Services through Medi-Cal.</p> <p>According to the CA Healthy Kids Survey, 15% of 7th graders and 13% of 8th graders have considered suicide within the past 12 months. 63% of 7th graders and 66% of 8th graders reported either "Satisfied" or "Very satisfied" in life satisfaction.</p> <p>According to the CA Healthy Kids Survey 24% of 5th and 6th grade students report frequent sadness by reporting "Yes, most of the time" or "Yes, all of the time."</p>	<p>Each school is connected with a local agency that supports School-Based Mental Health Services, which includes a therapist. Most services are conducted within the school setting; however, some services are provided outside of the school day. The counselor or psychologist typically connects families to these Medi-Cal provided services. When services are provided at the school site, there is limited interruption to the educational program since students do not need to leave to receive supports.</p> <p>This action is limited to low income students that also qualify for Medi-Cal services.</p>	<p>The District will monitor the number of referrals and the number of students participating in this service.</p>

<p>Goal 4 Action 4: Parent Literacy Program</p>	<p>The ELPI Indicator on the CA Dashboard indicates 50.2% of English learners making adequate progress towards English proficiency. 33% of English learners remained at the same proficiency level and 17% of English learners decreased at least one ELPI level.</p> <p>Based on input gathered from the DELAC from parents of English Learners, parents/guardians would like increased opportunities to learn English so that they can be advocates for their children at school and to increase their knowledge of English to help their children learn to read and write in English.</p>	<p>Parents are offered the opportunity to participate in an English Literacy class, which is facilitated by a District bilingual assistant. The class meets weekly throughout the year.</p> <p>Classroom sessions include time to practice English through collaboration, writing activities, and online use of the Rosetta Stone program.</p> <p>Online licenses for Rosetta Stone will be purchased for parents to use at home and within the class.</p> <p>This action is limited to parents of English learners that have a primary language other than English.</p>	<p>The District will monitor the ELPI. With additional opportunities for parents learning to work with students on their curriculum in English, the District reasonably expects to see an increase in the results on the CA Dashboard ELPI Indicator. (Goal 2)</p> <p>The District will monitor the number of parents participating and gather feedback from the participating parents in the English Literacy Program.</p>
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

### ***Additional Concentration Grant Funding***

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

The District has projected to continue to receive Concentration Grant funding for the 2024-2025 school year. Based on current projections, the District estimates a total of \$450,472 Concentration Grant add-on funds. This action is titled Supplemental Support to Address SEL and Trauma, Goal 3 Action 5.

The District was unable to use all of the Concentration Grant add-on funds for the 2023-2024 school year due to challenges of full implementation, which included agreements with the university MOUs for paid intern counselors as well as the ability to fully staff these positions. However, the District will continue this action into the 2024-2025 school year, and expand services to additional school sites that exceed 55% of unduplicated student groups, which include foster youth, English learners, and low income students.

This action demonstrates a positive impact on the counseling program. With additional paid intern counselors on campus there is an increase in staff to assist students on-the-spot, which may include issues during unstructured play. And therefore, early intervention of issues, decreases time students may be out of class to resolve conflicts.

The District has ranked schools by poverty level, and the highest poverty schools above 55% include Quartz Hill Elementary, Valley View Elementary, Joe Walker Middle School, Esperanza Elementary, and Sundown Elementary. Therefore, because of the high needs of low income students, these schools will be provided this additional service.

The District will allocate additional funds to paid counselor intern staff members that will work in conjunction with the assigned full-time counselors at the school sites. With guidance from the counselors on specific needs of low income students demonstrating challenging behaviors and a lack of full engagement in the academic program, the interns will act as an additional means of support while working directly with students in one-to-one situations and/or Tier II small structured groups. The District believes that this is the most appropriate and effective service to address the needs of low income students and foster youth at the identified schools.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Gregg Anderson 1:16.8 Leona Valley 1:18.9	Anaverde 1:25.8 Cottonwood 1:31.9 Del Sur 1:36.9 Esperanza 1:26.9 Hillview 1:31.1 Joe Walker 1:37.1 Quartz Hill 1:25.6 Rancho Vista 1:28.0 Sundown 1:31.5 Valley View 1:28.6
Staff-to-student ratio of certificated staff providing direct services to students	Gregg Anderson 1:19.6 Leona Valley 1:20.6	Anaverde 1:19.2 Cottonwood 1:23.5 Del Sur 1:19.7 Esperanza 1:19.7 Hillview 1:20.6 Joe Walker 1:19.0 Quartz Hill 1:20.7 Rancho Vista 1:22.1 Sundown 1:20.4 Valley View 1:19.2

# Action Tables

## 2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$89,646,246.00	\$12,413,764.00	13.85%	3.07%	16.92%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
<b>Totals:</b>	\$94,607,615.68	\$0.00	\$0.00	\$0.00	\$94,607,615.68	\$82,502,153.69	\$12,105,461.99

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	Qualified Teachers and Administrators	All	No				3 years	\$54,347,240	\$0	\$54,347,240	\$0	\$0	\$0	\$54,347,240	0.00%
1	2	Standards Aligned Instructional Materials	All	No				3 years	\$0	\$1,250,000	\$1,250,000	\$0	\$0	\$0	\$1,250,000	0.00%
1	3	Curriculum and Instruction Staff	All	No				3 years	\$761,592	\$0	\$761,592	\$0	\$0	\$0	\$761,592	0.00%
1	4	Collaboration to Support District Initiatives	All	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	5	System Gaps as a Barrier to Student Learning	All	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	6	Implementing Systems of Support Schoolwide	All	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	7	Site-Based Office Staff and Librarians	All	No				3 years	\$2,195,864	\$0	\$2,195,864	\$0	\$0	\$0	\$2,195,864	0.00%
1	8	Universal Pre-Kindergarten	All	No				3 years	\$2,849,145	\$0	\$2,849,145	\$0	\$0	\$0	\$2,849,145	0.00%
1	9	Technology Department	All	No				3 years	\$598,534	\$0	\$598,534	\$0	\$0	\$0	\$598,534	0.00%
1	10	Health Services	All	No				3 years	\$955,917	\$0	\$955,917	\$0	\$0	\$0	\$955,917	0.00%
1	11	Elementary Physical Education and Paraprofessionals	All	No				3 years	\$102,819	\$0	\$102,819	\$0	\$0	\$0	\$102,819	0.00%
1	12	Playground and Crossing Guards	All	No				3 years	\$944,809	\$0	\$944,809	\$0	\$0	\$0	\$944,809	0.00%



1	13	Clean and Safe School	All	No				3 years	\$1,184,171	\$2,302,488	\$3,486,659	\$0	\$0	\$0	\$3,486,659	0.00%
2	1	English Learner Paraprofessional and Teacher Support	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 years	\$543,844	\$3,600	\$547,444	\$0	\$0	\$0	\$547,444	0.00%
2	2	English Learners Language Acquisition Program (ELD)	English learner (EL)	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	3	Professional Development for ELD Support for English Learners	English learner (EL)	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	4	English Learner District Support Staff	English learner (EL)	No				3 years	\$88,688	\$0	\$88,688	\$0	\$0	\$0	\$88,688	0.00%
2	5	Monitoring RFEP Student Progress	English learner (EL)	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	6	Increased Services for Long-Term English Learners (LTEL)	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 years	\$11,769	\$6,750	\$18,519	\$0	\$0	\$0	\$18,519	0.00%
2	7	Maintaining School of Origin	Foster Youth	Yes	Limited	Foster Youth	All Schools	3 years	\$0	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
2	8	Tutoring Services for Homeless	Homeless	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	9	Equitable Access to Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0	\$505,504	\$505,504	\$0	\$0	\$0	\$505,504	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$313,617	\$0	\$313,617	\$0	\$0	\$0	\$313,617	0.00%
2	11	Expansion of Pre-Kindergarten	All	No				1 year	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	12	(AVID) Student Engagement in a Challenging and Relevant Program	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0	\$44,708	\$44,708	\$0	\$0	\$0	\$44,708	0.00%
2	13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Hillview, Joe Walker, and Del Sur	3 years	\$105,756	\$10,000	\$115,756	\$0	\$0	\$0	\$115,756	0.00%

2	14	Equitable Access to the Programs	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Anaverde Hills, IDEA Academy @ Cottonwood, Del Sur, Esperanza, Gregg Anderson, Leona Valley, Quartz Hill, Rancho Vista, Sundown, Valley View	3 years	\$0	\$10,230	\$10,230	\$0	\$0	\$0	\$10,230	0.00%
2	15	Increased Arts Program	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Quartz Hill, Valley View, Esperanza	3 years	\$431,898	\$0	\$431,898	\$0	\$0	\$0	\$431,898	0.00%
2	16	Reading and Math Intervention from Kindergarten through 8th Grade	Low Income	Yes	Schoolwide	Low Income	All Schools	3 years	\$2,054,676	\$465,000	\$2,519,676	\$0	\$0	\$0	\$2,519,676	0.00%
2	17	Diagnostic Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0	\$590,000	\$590,000	\$0	\$0	\$0	\$590,000	0.00%
2	18	Learning Time Beyond the School Day (ELO-P)	Low Income	No				3 years	\$564,097	\$0	\$564,097	\$0	\$0	\$0	\$564,097	0.00%
2	19	Expanded Learning Opportunity Program (ELO-P)	Low Income, English learner (EL), Foster Youth, Homeless	No				3 years	\$253,433	\$4,854,323	\$5,107,756	\$0	\$0	\$0	\$5,107,756	0.00%
2	20	Career Technical Education (CTE) Pathway	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
3	1	School Climate and Safety Survey	All	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	2	Anonymous Reporting System	All	No				3 years	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	3	Addressing Inequitable Barriers	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$928,250	\$95,000	\$1,023,250	\$0	\$0	\$0	\$1,023,250	0.00%
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$2,059,350	\$9,700	\$2,069,050	\$0	\$0	\$0	\$2,069,050	0.00%

3	5	Supplemental Support Staff to Address SEL and Trauma	Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, Quartz Hill, Valley View, Joe Walker, Sundown, Del Sur	3 year	\$159,662	\$0	\$159,662	\$0	\$0	\$0	\$159,662	0.00%
3	6	Promoting Positive Social and Emotional Competency (CCA)	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$1,143,040	\$215,000	\$1,358,040	\$0	\$0	\$0	\$1,358,040	0.00%
3	7	Access to a Co-located CSW	Foster Youth	Yes	Limited	Foster Youth	All Schools	3 year	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	8	Intensive Behavior Support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$172,183	\$580,000	\$752,183	\$0	\$0	\$0	\$752,183	0.00%
3	9	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	Student with Disabilities (SWD)	No				3 year	\$6,009,730	\$0	\$6,009,730	\$0	\$0	\$0	\$6,009,730	0.00%
3	10	Tier III Crisis Paraprofessionals	Student with Disabilities (SWD)	No				3 year	\$136,449	\$0	\$136,449	\$0	\$0	\$0	\$136,449	0.00%
3	11	School-Based Mental Health Services	Low Income	Yes	Limited	Low Income	All Schools	3 year	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	12	Application of Professional Development for Certificated Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$1,076,521	\$207,500	\$1,284,021	\$0	\$0	\$0	\$1,284,021	0.00%
3	13	Application of Professional Development for Classified	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$28,267	\$22,400	\$50,667	\$0	\$0	\$0	\$50,667	0.00%
3	14	Building Social Emotional Competency	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$576,497	\$150,000	\$726,497	\$0	\$0	\$0	\$726,497	0.00%
3	15	Building Self-Efficacy Through Experiences	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$14,469	\$291,000	\$305,469	\$0	\$0	\$0	\$305,469	0.00%
4	1	Community Engagement and Workshops	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 year	\$194,155	\$4,000	\$198,155	\$0	\$0	\$0	\$198,155	0.00%
4	2	Parent Engagement with SEL Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$0	\$27,500	\$27,500	\$0	\$0	\$0	\$27,500	0.00%
4	3	Parent Training for Advisory Committees	All	No				3 year	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	4	Parent Literacy Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 year	\$37,112	\$1,400	\$38,512	\$0	\$0	\$0	\$38,512	0.00%
4	5	Connecting Resources to Families	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year	\$8,518	\$25,482	\$34,000	\$0	\$0	\$0	\$34,000	0.00%

4	6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 year	\$596,581	\$0	\$596,581	\$0	\$0	\$0	\$596,581	0.00%
4	7	Addressing Barriers to Student Attendance	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	3 year	\$1,053,497	\$24,800	\$1,078,297	\$0	\$0	\$0	\$1,078,297	0.00%
4	9	Communication Systems	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	3 year	\$0	\$209,078	\$209,078	\$0	\$0	\$0	\$209,078	0.00%

# 2024-2025 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
\$89,646,246.00	\$12,413,764.00	13.85%	3.07%	16.92%	\$15,208,316.78	0.00%	16.96%	<b>Total:</b>	\$15,208,316.78
								<b>LEA-wide Total:</b>	\$11,698,515.93
								<b>Limited Total:</b>	\$704,475.58
								<b>Schoolwide Total:</b>	\$2,805,325.27

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	1	English Learner Paraprofessional and Teacher Support	Yes	Limited	English learner (EL)	All Schools	\$547,444.40	0.00%
2	6	Increased Services for Long-Term English Learners (LTEL)	Yes	Limited	English learner (EL)	All Schools	\$18,519.00	0.00%
2	7	Maintaining School of Origin	Yes	Limited	Foster Youth	All Schools	\$100,000.00	0.00%
2	9	Equitable Access to Technology	Yes	LEA-wide	Low Income	All Schools	\$505,503.74	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Yes	LEA-wide	Low Income	All Schools	\$313,617.00	0.00%

2	12	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	LEA-wide	Low Income	All Schools	\$44,708.00	0.00%
2	13	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	Schoolwide	Low Income	Specific Schools, Hillview, Joe Walker, and Del Sur	\$115,756.38	0.00%
2	14	Equitable Access to the Programs	Yes	Schoolwide	Low Income	Specific Schools, Anaverde Hills, IDEA Academy @ Cottonwood, Del Sur, Esperanza, Gregg Anderson, Leona Valley, Quartz Hill, Rancho Vista, Sundown, Valley View	\$10,230.00	0.00%
2	15	Increased Arts Program	Yes	LEA-wide	Low Income	Specific Schools, Quartz Hill, Valley View, Esperanza	\$431,898.07	0.00%
2	16	Reading and Math Intervention from Kindergarten through 8th Grade	Yes	Schoolwide	Low Income	All Schools	\$2,519,676.49	0.00%
2	17	Diagnostic Assessments	Yes	LEA-wide	Low Income	All Schools	\$590,000.00	0.00%
2	20	Career Technical Education (CTE) Pathway	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	0.00%
3	3	Addressing Inequitable Barriers	Yes	LEA-wide	Low Income	All Schools	\$1,023,250.00	0.00%
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	LEA-wide	Low Income	All Schools	\$2,069,050.42	0.00%
3	5	Supplemental Support Staff to Address SEL and Trauma	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools, Quartz Hill, Valley View, Joe Walker, Sundown, Del Sur	\$159,662.40	0.00%
3	6	Promoting Positive Social and Emotional Competency (CCA)	Yes	LEA-wide	Low Income	All Schools	\$1,358,040.27	0.00%

3	7	Access to a Co-located CSW	Yes	Limited	Foster Youth	All Schools	\$0.00	0.00%
3	8	Intensive Behavior Support	Yes	LEA-wide	Low Income	All Schools	\$752,183.00	0.00%
3	11	School-Based Mental Health Services	Yes	Limited	Low Income	All Schools	\$0.00	0.00%
3	12	Application of Professional Development for Certificated Staff	Yes	LEA-wide	Low Income	All Schools	\$1,284,021.00	0.00%
3	13	Application of Professional Development for Classified	Yes	LEA-wide	Low Income	All Schools	\$50,667.00	0.00%
3	14	Building Social Emotional Competency	Yes	LEA-wide	Low Income	All Schools	\$726,497.00	0.00%
3	15	Building Self-Efficacy Through Experiences	Yes	LEA-wide	Low Income	All Schools	\$305,469.00	0.00%
4	1	Community Engagement and Workshops	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$198,155.43	0.00%
4	2	Parent Engagement with SEL Curriculum	Yes	LEA-wide	Low Income	All Schools	\$27,500.00	0.00%
4	4	Parent Literacy Program	Yes	Limited	English learner (EL)	All Schools	\$38,512.18	0.00%
4	5	Connecting Resources to Families	Yes	LEA-wide	Low Income	All Schools	\$34,000.00	0.00%
4	6	Parent Teacher Collaboration with English Learners, Foster Youth, and Low Income Student Families	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$596,581.00	0.00%
4	7	Addressing Barriers to Student Attendance	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,078,297.00	0.00%
4	9	Communication Systems	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$209,078.00	0.00%

# 2023-2024 Annual Update Table

<b>Totals:</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Actual Expenditures (Total Funds)</b>
<b>Totals:</b>	\$85,162,150.02	\$88,673,165.91

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	Extended Learning at TK Kinder Day Orientation	Yes	\$15,185.00	\$21,552.07
1	2	Reading and Math Intervention from Kindergarten through 8th Grade	Yes	\$3,237,803.00	\$3,521,103.81
1	3	Extended Learning Time Beyond the School Day	No	\$212,893.97	\$553,036.04
1	4	Qualified Teachers and Administrators	No	\$46,042,909.57	\$53,281,608.12
1	5	Standards-Aligned Instructional Materials	No	\$12,000.00	\$12,687.74
1	6	Professional Development of Research-Based Practices	No	\$0.00	\$0.00
1	7	Parent Workshops Supporting Standards-Aligned Curriculum	No	\$0.00	\$0.00
1	8	Curriculum and Instruction Staff	No	\$940,000.00	\$746,658.84
1	9	Clean and Safe School Facilities	No	\$3,052,994.63	\$3,418,293.08
1	10	Collaboration to Support District Initiatives	No	\$0.00	\$0.00
1	11	Identification of System Gaps as a Barrier to Student Learning	No	\$30,000.00	\$20,680.00
1	12	Parent Training for Advisory Committees	No	\$0.00	\$0.00
1	13	Implementing Systems of Support Schoolwide	No	\$0.00	\$0.00



1	14	Site-Based Office Staff and Librarians	No	\$1,704,625.00	\$2,152,808.09
1	15	Universal Pre-Kindergarten	No	\$1,661,604.73	\$2,793,278.56
1	16	Extended Learning Opportunity Program	No	\$6,862,144.00	\$5,162,016.96
2	1	English Learner Paraprofessional and Teacher Support	Yes	\$557,592.00	\$528,806.51
2	2	English Learners Language Acquisition Program (ELD)	No	\$0.00	\$0.00
2	3	Professional Development for ELD Support for English Learners	No	\$0.00	\$0.00
2	4	English Learner District Support Staff	No	\$122,516.00	\$86,949.29
2	5	Parent Literacy Program	Yes	\$37,825.00	\$20,152.65
2	6	Monitoring RFEP Student Progress	Yes	\$0.00	\$0.00
2	7	Maintaining School of Origin	Yes	\$35,000.00	\$60,000.31
2	8	Tutoring Services for Homeless	No	\$5,000.00	\$0.00
2	9	Equitable Access to Technology	Yes	\$1,425,000.00	\$88,381.15
2	10	Management, Distribution, and Repair of Student Technology	Yes	\$297,000.00	\$294,662.36
2	11	Technology Department	No	\$542,724.09	\$586,797.70
2	12	Connecting Resources to Families	Yes	\$34,000.00	\$32,038.14
2	13	Community Engagement Workshops	Yes	\$177,925.00	\$199,277.62
2	14	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	\$43,621.00	\$42,858.00
2	15	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	\$115,050.00	\$88,637.80
2	16	Access to College and Career Assessment	Yes	\$0.00	\$0.00
2	17	Equitable Access to the Programs	Yes	\$10,600.00	\$9,300.00

2	18	Increased Arts Program	Yes	\$136,495.00	\$141,793.38
2	19	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	Yes	\$533,687.00	\$596,581.01
2	20	Supplemental Supports for Universal Pre-Kindergarten Program	Yes	\$20,000.00	\$0.00
2	21	Diagnostic Assessments	No	\$0.00	\$0.00
2	22	Expansion of Pre-Kindergarten	No	\$360,000.00	\$0.00
3	1	School Climate and Safety Survey	No	\$8,000.00	\$6,000.00
3	2	Anonymous Reporting System	No	\$0.00	\$0.00
3	3	Professional Development to Address Inequitable Barriers	Yes	\$60,000.00	\$30,570.61
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	\$1,994,812.00	\$1,905,561.57
3	5	Targeted and Intensive Supports for Foster Youth	Yes	\$12,000.00	\$4,315.52
3	6	Intensive Behavior Support	Yes	\$747,291.00	\$750,511.12
3	7	Promoting Positive Social and Emotional Competency (CCA)	Yes	\$1,375,052.00	\$399,898.45
3	8	Access to a Co-located CSW	Yes	\$0.00	\$0.00
3	9	School-Based Mental Health Services	Yes	\$0.00	\$0.00
3	10	Health Services	No	\$966,691.00	\$937,173.62
3	11	Addressing Barriers to Student Attendance	Yes	\$986,111.00	\$1,045,735.30
3	12	Building Social Emotional Competency	Yes	\$854,319.00	\$653,502.62
3	13	Building Self-Efficacy Through Experiences	Yes	\$175,560.00	\$249,234.40
3	14	Parent Engagement with SEL Curriculum	Yes	\$38,340.00	\$22,500.00
3	15	Application of Professional Development for Certificated staff	Yes	\$995,919.00	\$975,350.85

3	16	Application of Professional Development for Classified	Yes	\$90,000.00	\$41,768.36
3	17	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	No	\$0.00	\$5,891,891.92
3	18	Tier III Crisis Paraprofessionals	No	\$7,284,912.67	\$133,774.34
3	19	Elementary Physical Education and Paraprofessionals	No	\$107,217.79	\$100,802.59
3	20	Playground and Crossing Guards	No	\$890,462.57	\$926,282.78
3	21	Supplemental Support Staff to Address SEL and Trauma	Yes	\$349,267.00	\$138,332.63

## 2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$12,295,578.00	\$14,355,454.00	\$11,862,426.24	\$2,493,027.76	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Extended Learning at TK Kinder Day Orientation	Yes	\$15,185.00	\$21,552.07	0.00%	0.00%
1	2	Reading and Math Intervention from Kindergarten through 8th Grade	Yes	\$3,237,803.00	\$3,521,103.81	0.00%	0.00%

2	1	English Learner Paraprofessional and Teacher Support	Yes	\$557,592.00	\$528,806.51	0.00%	0.00%
2	5	Parent Literacy Program	Yes	\$37,825.00	\$20,152.65	0.00%	0.00%
2	6	Monitoring RFEP Student Progress	Yes	\$0.00	\$0.00	0.00%	0.00%
2	7	Maintaining School of Origin	Yes	\$35,000.00	\$60,000.31	0.00%	0.00%
2	9	Equitable Access to Technology	Yes	\$1,425,000.00	\$88,381.15	0.00%	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Yes	\$297,000.00	\$294,662.36	0.00%	0.00%
2	12	Connecting Resources to Families	Yes	\$34,000.00	\$32,038.14	0.00%	0.00%
2	13	Community Engagement Workshops	Yes	\$177,925.00	\$199,277.62	0.00%	0.00%
2	14	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	\$43,621.00	\$42,858.00	0.00%	0.00%
2	15	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	\$115,050.00	\$88,637.80	0.00%	0.00%
2	16	Access to College and Career Assessment	Yes	\$0.00	\$0.00	0.00%	0.00%
2	17	Equitable Access to the Programs	Yes	\$10,600.00	\$9,300.00	0.00%	0.00%
2	18	Increased Arts Program	Yes	\$136,495.00	\$141,793.38	0.00%	0.00%
2	19	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	Yes	\$533,687.00	\$596,581.01	0.00%	0.00%
2	20	Supplemental Supports for Universal Pre-Kindergarten Program	Yes	\$20,000.00	\$0.00	0.00%	0.00%
3	3	Professional Development to Address Inequitable Barriers	Yes	\$60,000.00	\$30,570.61	0.00%	0.00%
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	\$1,994,812.00	\$1,905,561.57	0.00%	0.00%
3	5	Targeted and Intensive Supports for Foster Youth	Yes	\$12,000.00	\$4,315.52	0.00%	0.00%

3	6	Intensive Behavior Support	Yes	\$747,291.00	\$750,511.12	0.00%	0.00%
3	7	Promoting Positive Social and Emotional Competency (CCA)	Yes	\$1,375,052.00	\$399,898.45	0.00%	0.00%
3	8	Access to a Co-located CSW	Yes	\$0.00	\$0.00	0.00%	0.00%
3	9	School-Based Mental Health Services	Yes	\$0.00	\$0.00	0.00%	0.00%
3	11	Addressing Barriers to Student Attendance	Yes	\$986,111.00	\$1,045,735.30	0.00%	0.00%
3	12	Building Social Emotional Competency	Yes	\$854,319.00	\$653,502.62	0.00%	0.00%
3	13	Building Self-Efficacy Through Experiences	Yes	\$175,560.00	\$249,234.40	0.00%	0.00%
3	14	Parent Engagement with SEL Curriculum	Yes	\$38,340.00	\$22,500.00	0.00%	0.00%
3	15	Application of Professional Development for Certificated staff	Yes	\$995,919.00	\$975,350.85	0.00%	0.00%
3	16	Application of Professional Development for Classified	Yes	\$90,000.00	\$41,768.36	0.00%	0.00%
3	21	Supplemental Support Staff to Address SEL and Trauma	Yes	\$349,267.00	\$138,332.63	0.00%	0.00%

# 2023-2024 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)
\$91,027,778.00	\$12,295,578.00	2.59%	16.10%	\$11,862,426.24	0.00%	13.03%	\$2,794,552.78	3.07%

**Westside Union School District**  
**Lowest Achieving Student Groups District and Site**  
**2023 CA Dashboard**

Schools	English Learner Performance Indicator (Priority 4)	Supporting Action	Academic Performance ELA Indicator (Priority 4)	Supporting Action	Academic Performance Math Indicator (Priority 4)	Supporting Action	School Climate Indicator (Priority 6 Suspension Rates)	Supporting Action	Pupil Engagement Indicator ( Priority 5 Chronic Absenteeism)	Supporting Action
<b>District</b>			Foster	2.18; 3.12; 2.16	Foster	3.12; 2.16	Two or More Races	3.6		
			Students with Disabilities	2.18; 3.12; 2.16	Students with Disabilities	3.12; 2.16	Students with Disabilities	3.6		
							African American	3.6		
<b>IDEA Academy @ Cottonwood</b>							All Students	3.6	African American	4.7
							Homeless	3.6	Two or More Races	4.7
							Socioeconomically Disadvantaged	3.6		
							African American	3.6		
							Hispanic	3.6		
							Two or More Races	3.6		
<b>Del Sur</b>					Students with Disabilities	3.12; 2.16	English Learners	3.6	African American	4.7
							Homeless	3.6		
							Students with Disabilities	3.6		
							Two or More Races	3.6		
<b>Esperanza</b>			Students with Disabilities	2.18	Students with Disabilities	3.12; 2.16			Two or More Races	4.7
			African American	2.18						
<b>Hillview Middle School</b>			Students with Disabilities	2.18; 3.12; 2.16	English Learners	3.12; 2.16				
					Students with Disabilities	3.12; 2.16				
					African American	3.12; 2.16				
<b>Joe Walker Middle School</b>			Students with Disabilities	2.18; 3.12; 2.16			Students with Disabilities	3.6		
<b>Leona Valley</b>			Socioeconomically Disadvantaged	2.18; 3.12; 2.16	All Students	3.12; 2.16			Socioeconomically Disadvantaged	4.7
					Socioeconomically Disadvantaged	3.12; 2.16			Students with Disabilities	4.7
					Hispanic	3.12; 2.16			Hispanic	4.7
<b>Quartz Hill</b>			Students with Disabilities	2.18; 3.12; 2.16	Students with Disabilities	3.12; 2.16	African American	3.6	Homeless	4.7
									African American	4.7
<b>Rancho Vista</b>			Students with Disabilities	2.18; 3.12; 2.16	Students with Disabilities	3.12; 2.16	Students with Disabilities	3.6	African American	4.7
			African American	2.18; 3.12; 2.16	African American	3.12; 2.16	African American	3.6	Two or More Races	4.7
							Two or More Races	3.6		
							Socioeconomically Disadvantaged	3.6		
<b>Sundown</b>			Students with Disabilities	2.18; 3.12; 2.16	English Learners	3.12; 2.16	All Students	3.6		
					Students with Disabilities	3.12; 2.16	Foster	3.6		
							Homeless	3.6		
							Socioeconomically Disadvantaged	3.6		
							Students with Disabilities	3.6		
							African American	3.6		
							White	3.6		
<b>Valley View</b>	English Learners	2.1	Homeless	2.18; 3.12; 2.16	Students with Disabilities	3.12; 2.16	All Students	3.6		
			Students with Disabilities	2.18; 3.12; 2.16			Homeless	3.6		
			African American	2.18; 3.12; 2.16			Socioeconomically Disadvantaged	3.6		
							Students with Disabilities	3.6		
							African American	3.6		
							Hispanic	3.6		
							White	3.6		
							Two or More Races	3.6		

# 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

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



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### *General Information*

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

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

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

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

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

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

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

### ***Reflections: Technical Assistance***

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

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

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

### ***Comprehensive Support and Improvement***

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

#### **Schools Identified**

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

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

#### **Support for Identified Schools**

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

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

#### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners**

# Purpose

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

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

# Requirements

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

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

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

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

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

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

- Students

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

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

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

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

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

### ***Complete the table as follows:***

Educational Partners

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

## Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:



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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - 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,
  - 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.
  - 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:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- 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.
  - 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).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - 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.

- 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.
  - 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.
  - 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.
  - 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.
  - 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - 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.
  - 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, 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.
  - 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.
  - 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.
  - 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.
  - 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.
  - **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:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.



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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

***LEA-wide and Schoolwide Actions***

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

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

***For School Districts Only***

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.



- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **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.
  - 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%).
  - 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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## ***Contributing Actions Annual Update Table***

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## ***LCFF Carryover Table***

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).