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
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Plan Summary [2024-25]

General Information

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

The Woodland Joint Unified School District (WJUSD) serves students (9,488) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Woodland is a vibrant agricultural community with a rich tradition of community members supporting the teaching and learning of all students. The District runs a fully accredited, robust educational program, with preschools and transitional kindergarten, 11

elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and independent study options including FLEX in person and FLEX virtual. Services within these schools are provided to all students, including English Learners, Low Income students, Foster and Homeless students, students with special needs, and students who are chronically absent.

The district has one school receiving Equity Multiplier funds, which is Cache Creek High School.

A breakdown of student enrollment for the 2023-24 school year follows:
African American 14 (1.6%)
American Indian 35 (.4%)
Asian 644 (6.8%)
Hispanic/Latino 6508 (69%)
Pacific Islander 46 (.5%)
White 1573 (16.7%)
Two or More Races 323 (3%)
Not Reported 151 (1.6%)
Socioeconomically Disadvantaged 7127 (75.1%)
English Learner 2043 (21.2%)
Students with Disabilities 1636 (17%)
Foster 38 (.4%)
Homeless 101 (1%)
Migrant 262 (2.7%)
Unduplicated students 7298 (77%)
Total Enrollment = 9,488

Reflections: Annual Performance

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

The Woodland Joint Unified School District reviews the California School Dashboard on a yearly basis, along with a variety of local data sources in order to get a complete picture of student progress. On the California School Dashboard for 2023, the successes noted include:

*Academic Indicator for Math: while all students maintained their level, there were increases at several student groups, including Filipino, White, Asian, African American, Two or More Races, Foster Youth, and Students with Disabilities.
*Chronic absenteeism district-wide declined by 8.1%, with 28.1% chronically absent. All student groups except Homeless students and Asian students saw declines in the chronic absenteeism rate.
*Graduation rate maintained at 90%, with an increase in the graduation rate for students with disabilities.

WJUSD plans to build on these successes through (1) providing training for teachers and administrators on the newly adopted California Math Framework, in preparation for a math adoption, (2) continuing to increase access to dual enrollment and Career Technical Education pathways to support readiness for college and career; and (3) continuing to implement wellness teams with a focus on evidence-based practices to support attendance and engagement which impact chronic absenteeism, but expanding the wellness teams to include academic supports.

Local data reviewed for the 2023-24 school year has included common assessment data for English Language Arts and Math, parent, student, and teacher surveys, along with social and emotional learning universal screening data. School site teams are reviewing this data as they engage in the data analysis review cycle within their professional learning communities and as a part of the School Plan for Student Achievement development process. At the district level, reading and math growth is measured using iReady diagnostic assessment data. In reading, there are significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (40%) compared to the Fall diagnostic results (22%). In math, there are also significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (32%) compared to the Fall diagnostic results (11%). This data indicates that students are improving in their reading and math achievement. An additional source of data that the district and schools have used this year is the social and emotional learning screening. This is the third year of using this screening, and a success is that the screening data is reviewed regularly and that school site staff have identified students in need of support through the use of the screening data.

WJUSD plans to build on these successes through (1) continuing to implement professional learning communities at every school site; and (2) expanding wellness teams to include a focus on academic, as well as behavioral and social/emotional interventions.

Another key aspect of the district's data review was the Systemic Equity Review, which took place during the 2022-23 and the 2023-24 school years, with Ed Trust West staff serving as facilitators. The Needs Assessment phase of the process consisted of a comprehensive data review, which involved input and feedback from educational partners around the district, through surveys, focus groups, and listening sessions. There were nine focus areas for the SER:

1. Course Access and Success
2. Curriculum and Instruction
3. Student Support Services
4. School Climate and Culture
5. College and Career Readiness
6. Staff Diversity
7. Family and Community Engagement
8. Professional Development
9. Resource Equity

These nine focus areas informed the Key Findings and Recommendations, which were used as a catalyst for the SER Working Group, a team of educational partners that met eight times throughout the 2023-24 school year to develop the Blueprint for Equity Action Plan.

The WJUSD Board of Trustees, in June 2023, identified the board's priorities. The top five priorities are listed below:

1. Literacy Plan
2. Social Emotional Learning Supports
3. Foster/Homeless Students Support
4. Family Engagement
5. Youth Development

On the 2023 California School Dashboard, the following are the schools that received the lowest performance level on any indicator:
Dingle Elementary: Academic Indicator (ELA)
Gibson: English Learner Progress Indicator
Whitehead Elementary: Academic Indicator (ELA and Math)
Lee Middle: Suspension, English Learner Progress Indicator
Pioneer High: English Learner Progress Indicator
Woodland High: Academic Indicator (ELA and Math), English Learner Progress Indicator
Cache Creek High: College/Career Indicator

At the district level, the following student groups received the lowest performance level on state indicators:
English Learners: Graduation Rate, Academic Indicator (ELA and Math), College/Career
Foster Youth: Suspension Rate, Academic Indicator (ELA)
Homeless students: Chronic Absenteeism, Suspension Rate, Academic Indicator (ELA and Math)
Students with Disabilities: Suspension Rate, College/Career
African American students: Suspension Rate
Asian students: Chronic Absenteeism

By school, student groups that received the lowest performance level on state indicators:

Dingle Elementary
*English Learners: Academic Indicator (ELA)
*Socioeconomically Disadvantaged: Academic Indicator (ELA and Math)
*Students with Disabilities: Chronic Absenteeism
*Hispanic/Latino students: Academic Indicator (ELA and Math)
*White students: Suspension Rate

Freeman Elementary
*Students with Disabilities: Academic Indicator (ELA and Math)
*White students: Suspension Rate

Gibson Elementary
*English Learners: English Learner Progress Indicator, Chronic Absenteeism, Academic Indicator (ELA and Math)
*Hispanic/Latino students: Academic Indicator (ELA)

Maxwell Elementary
*English Learners: Academic Indicator (Math)
*Students with Disabilities: Academic Indicator (ELA and Math)
*Hispanic/Latino students: Academic Indicator (Math)
*White students: Chronic Absenteeism

Tafoya Elementary
*English Learners: Academic Indicator (Math)
*Students with Disabilities: Suspension Rate, Academic Indicator (ELA and Math)
*Asian students: Chronic Absenteeism
*Hispanic/Latino students: Academic Indicator (Math)

Whitehead Elementary
*English Learners: Academic Indicator (ELA and Math)
*Socioeconomically Disadvantaged: Suspension Rate, Academic Indicator (ELA and Math)
*Hispanic/Latino students: Suspension Rate, Academic Indicator (ELA and Math)

Prairie Elementary
*English Learners: Academic Indicator (ELA and Math)
*Students with Disabilities: Suspension Rate
*Hispanic/Latino students: Academic Indicator (ELA)
*White students: Suspension Rate

Zamora Elementary
*Students with Disabilities: Chronic Absenteeism
*Hispanic/Latino students: Chronic Absenteeism

Douglass Middle
*English Learners: Suspension Rate
*Socioeconomically Disadvantaged: Suspension Rate
*Students with Disabilities: Suspension Rate
*Hispanic/Latino students: Suspension Rate

Lee Middle
*English Learners: English Learner Progress Indicator, Chronic Absenteeism, Suspension Rate, Academic Indicator (ELA)
*Students with Disabilities: Chronic Absenteeism
*White students: Suspension Rate

Pioneer High
*English Learners: English Learner Progress Indicator, Suspension Rate, College/Career

*Socioeconomically Disadvantaged: Suspension Rate
*Students with Disabilities: College/Career
*Hispanic/Latino students: Suspension Rate
*White students: Suspension Rate

Woodland High
*English Learners: English Learner Progress Indicator, College/Career
*Socioeconomically Disadvantaged: Suspension Rate, Academic Indicator (ELA and Math)
*Students with Disabilities: Suspension Rate
*Hispanic/Latino students: Academic Indicator (ELA and Math)
*White students: Academic Indicator (ELA and Math)
*Two or More Races: Suspension Rate

Cache Creek High
*English Learners: College/Career
*Socioeconomically Disadvantaged: College/Career
*Students with Disabilities: College/Career
*Hispanic/Latino students: College/Career
*White students: College/Career

Reflections: Technical Assistance

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

WJUSD has received support from Yolo County Office of Education in data review with administrators led by a consultant, to help determine root causes for the academic and outcome achievement gaps in the district, as referenced in Goal 2, Action 3.

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.

Woodland Senior High School

Support for Identified Schools

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

As part of the WJUSD planning process, the district team of Educational Services staff conducted a school-level needs assessment with Woodland High School staff to review data. The data reviewed included data from the California School Dashboard: English Language Arts and Mathematics performance on Smarter Balanced Assessments, English Learner Progress, suspension rate, graduation rate, and college and career readiness. After reviewing the data, the team worked to analyze root causes, establish potential interventions to address the needs, and plan for community involvement in developing the School Plan. The principal engaged in the same needs assessment with the leadership team, school staff, school site council, ELAC, and parent organizations. Interventions were examined based on research-based effectiveness. Each community group reviewed the data and participated in identified change ideas for the School Plan for Student Achievement (SPSA), which were then written into the SPSA and taken to the English Learner Advisory Committee (ELAC), School Site Council (SSC), and district leadership for review before approval.

Woodland High School has a high minority population (81.9%), a high English Learner population (10.4%) for a high school, and a high population of socioeconomically disadvantaged students (78.2%). The school also has a new principal, with the current principal in his second year as the school leader.

The data suggest that the school needs targeted and specific interventions for English learners, specifically long-term English learners. Additional needs include improving first instruction in math and literacy, across the curriculum, reducing suspensions resulting from drug/nicotine use, and improving school climate through PBIS. The district will provide financial support to the school for professional development, a summer bridge program to support incoming 9th-grade students with math skills, drug/tobacco/nicotine intervention, and PBIS. Educational Services staff will meet with the principal regularly to provide guidance and support for plan development and implementation and have scheduled bimonthly checks with staff, in which plan implementation is reviewed, current data is analyzed, the plan is adjusted as needed, and community outreach is planned and discussed.

Monitoring and Evaluating Effectiveness

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

The District Educational Services team has established regular bi-monthly checkpoints to monitor and evaluate plan implementation. Metrics have been identified to gauge progress, including monitoring math and ELA grades and SBAC interim results, suspension rates and reasons, and English learner progress. These results will be monitored throughout the year to provide input into the adjustment of the CSI plan. Regularly monitoring these metrics will allow the district and the school to evaluate progress towards meeting state expectations in academic and English learner progress and suspension rate and will allow the team to adjust the plan if efforts are ineffective. The school has identified professional development and job-embedded coaching opportunities as primary actions for improving student academic outcomes.

The principal will continue to engage with the school community throughout the year at least four times. The groups engaged will be the school site council, the parent-teacher association (PTA), ELAC, and leadership. All groups will evaluate data, reflect on impact, and contribute to the plan's 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
Member of the LCAP Collaborative Committee, including teachers, staff, parents, and students. The LCAP Collaborative Committee membership includes representatives from each school site council, including students at the secondary schools, as well as representatives from the two local bargaining units, Woodland Education Association, and the Classified School Employees Association.	The LCAP Collaborative Committee met on November 27, December 11, January 23, February 26, March 25, April 22, and May 21. At the November 27 meeting, topics covered included an overview of LCAP and the Local Control Funding Formula, the roles and responsibilities of the committee and the district related to LCAP, and a review of the 2021-24 LCAP goals. At the December 11 meeting, the committee was presented with a review of the draft Graduate Profile Implementation plan and were provided with an opportunity to give feedback. There was also a State and Federal Funding Update, which was a result of committee members' questions about the details around state and federal funding, including how funds are allocated to school sites. At the January 23 meeting, the committee was presented with a review of the California School Dashboard and with local assessment data. At the February 26 meeting, the committee reviewed the Mid Year Update on metrics, actions, and expenditures, for Goals 1 and 2, providing feedback and input. At the March 25 meeting, the committee reviewed the Mid Year Update on metrics, actions, and expenditures for Goals 3 and 4, providing feedback and input. At the April 22 meeting, the committee received the LCAP Annual Update for 2023-24. At the May 21 meeting, the committee reviewed the draft 2024-25 LCAP.
Members of the District English Learner Advisory Committee (DELAC). The DELAC membership consists of parents who are members of the school site English Learner Advisory Committee.	The DELAC reviewed and provided feedback on metrics and expenditures at DELAC meetings on the following dates: December 4, February 5, March 4, April 15, and May 20. At the December 4 meeting, the topics covered included an overview of LCAP and the

Educational Partner(s)	Process for Engagement
	Local Control Funding Formula, the roles and responsibilities of the committee and the district related to LCAP, and a review of the 2021-24 LCAP goals. The committee also was presented with an update on Accountability, including the California School Dashboard. At the February meeting, the committee reviewed the new data released on the California School Dashboard, along with local assessment data, including iReady assessment scores and secondary grades. At the March and April meetings, the DELAC reviewed the mid year update and the annual update for 2023-24. At the May 20 meeting, the committee reviewed the draft 2024-25 LCAP.
Superintendent's Youth Advisory Committee	The Superintendent's Youth Advisory Committee (SYAC) is a group of middle and high school students who advise the Superintendent and began meeting this school year. At the May meeting, the students reviewed progress on the LCAP and reviewed the proposed revisions to the LCAP for 2024-25. Students reviewed the state required and district specific metrics, and discussed the School Climate metrics, including suspension and expulsion rate. The students were very interested in the action that speaks to creating a district-wide grading policy (action 1.2) and the metric and action about teacher retention (action 2.1). They were also interested in the expansion of VAPA programs (action 2.6) and the State Seal of Civic Engagement (action 4.2).
Cache Creek High School students, in relation to the Equity Multiplier funds.	Cache Creek High School students were consulted during the development of the plan for use of the Equity Multiplier funds. The initial phase of the plan includes development of dual enrollment pathways with Woodland Community College. Students were asked several questions to gauge their interest in the dual enrollment pathways. 38.7% of students are interested in an Early Childhood Education pathway program that would include college credits and internship or apprentice opportunities. 69.4% of students are interested in having a dual enrollment art class focused on murals and silk screening. 65.3% agree or strongly agree that being culturally responsive is an important part of Cache Creek culture.
Systemic Equity Review (SER) Working Group. The SER working group included representative staff, teachers, and administrators, from school sites and district office. Membership included teachers, counselors, attendance liaison, maintenance and operations,	The SER Working Group met eight times during the 2023-24 school year. The SER Working Group began by reviewing the feedback, findings, and recommendations that resulted from the data analysis and needs assessments that were conducted during the 2022-23

Educational Partner(s)	Process for Engagement
business department staff, and administrators from school sites and district departments.	school year. Throughout a series of eight sessions, the group reviewed the data, analyzed the findings, prioritized the actions, and then created a three year plan for action (the Blueprint for Equity Action Plan).
School site administrators	School site administrators meet monthly with district office leaders to review the instructional program, analyze data, receive informational updates, and provide feedback. Several meetings this school year focused on the Bullying Report, which was completed in December 2023. School leaders engaged in review and analysis of the Bullying Report for their school site, identifying areas of strength and areas for growth. Separate from the monthly meetings, school leaders engaged in a collaborative needs assessment process with district leaders, as a springboard to conducting the needs assessment with their school site staff. The needs assessment includes a review of all California School Dashboard indicators, with a focus on any Red indicators, and/or any student groups that are in the Red on any indicator.
Visual and Performing Arts Committee. The VAPA Committee consists of members from the VAPA teaching staff as well as VAPA organizations in the community, including Taller Arte del Nuevo Almanecer (TANA), the Woodland Opera House, YoloArts, and Folklorico Latino de Woodland.	The Visual and Performing Arts Committee met on November 7, March 12, and May 7. Each meeting focused on identifying gaps in the district's VAPA programs, and identifying where improvements could be made, at each level, elementary, middle, and high school, and for each of the VAPA domains, music, visual art, theater, and dance. At the May 7 meeting, the committee had an opportunity to work on metrics for the LCAP related to VAPA.

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

Feedback provided by the LCAP Collaborative and the DELAC resulted in the following revisions to the LCAP:
*Ensure that metrics are tied to actions and that every action has an associated metric
*Add metrics for elementary schools in Goal 1
*Provide additional resources to school sites for interventions
*Identify students in Special Education as a targeted population
*Provide targeted teacher training for Math
*Address early literacy assessment data in the metrics
*Increase support and focus on writing
*Increase focus on inclusion and inclusive practices
*Additional metrics for measuring student leadership
*Incorporate the Woodland Community Call to Action
*Add metrics for individual student groups

Feedback provided by the Superintendent's Youth Advisory Committee resulted in the following revisions to the LCAP:

Feedback provided by Cache Creek students for the Equity Multiplier goal/action resulted in the following revisions to the LCAP:
*Focus on career readiness opportunities
*Add action 1.5 and metrics 1.19, 1.20, 1.21

Feedback provided by the Systemic Equity Review Working Group resulted in the following revisions to the LCAP:
*Develop a districtwide grading policy
*Provide professional development on equity-based grading
*Add "Utilize the Systemic Equity Review Blueprint as a guide to remove barriers and improve equity of access to programs and participation for under-represented student populations" to several actions

Feedback provided by school site administrators resulted in the following revisions to the LCAP:
*Provide additional resources to school sites for interventions
*Add a metric to measure bullying in schools

Feedback provided by the VAPA Committee resulted in the following revisions to the LCAP:
*Create action 1.6: Expand VAPA Programs
*Specifically identify every school site in the action, and the after school expanded learning program
*Establish Pathway awards for the Music Program, and create a metric to measure this
*Establish metrics and outcomes that increase music for all grades at elementary, and theater and art at middle school

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment. 25% of Cache Creek High School students who are Hispanic/Latino and students who are socioeconomically disadvantaged will meet the Prepared performance level on the College/Career Indicator on the California School Dashboard by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to highlight the district's Graduate Profile, which was developed to define the competencies expected of high school graduates. The profile was created collaboratively by a team of educational partners and ultimately approved by the WJUSD Board of Trustees in 2020.
The Graduate Profile states...WJUSD will graduate students who are...
*Academically Literate: students possess a base of knowledge requisite for college and career readiness through a rigorous offering of ethnically sensitive, standards-based classes and courses.
*Critical Thinkers and Problem Solvers: Students reason to understand complex issues with the ability to form questions and construct solutions.
*Creative: Students explore multiple possibilities and use originality of thought to produce or express themselves through different modalities and discussion.
*Communicators: Students seek to understand and be understood through clear, concise writing, and collaborative, respectful, open minded articulation and discussion.
*Civic-minded and Culturally Aware: Students develop and demonstrate an awareness of their responsibility to contribute to a diverse society. They recognize and respect the differences of people from other ethnic and cultural backgrounds by celebrating diversity and individuality, including students of varying social, emotional, and physical abilities.
*Responsible and Productive: Students demonstrate a strong work ethic; complete tasks on time; utilize resources to get assistance when needed; prioritize attendance; and contribute effectively to society.

Goal 1 focuses on the implementation of and professional development for the Graduate Profile.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students who are "Prepared" on the College/Career Indicator (high school only) Schools/student groups with the lowest performance level: *Cache Creek High School *English Learners *Students with Disabilities	For the 2022-23 school year, the percentage of students "Prepared" on the CCI are: District-wide = 35.7% Asian students = 41.9% Hispanic students = 35.1% White students = 37.7% Two or More Races = 30.0% English Learners = 1.2% Socioeconomically Disadvantaged = 31.9% Students with Disabilities = 4.9% Homeless students = 11.1% Foster students = 33.3% The district overall performance level for the College/Career Indicator is Medium.			Performance level of Green on the College/Career Indicator for all schools and all student groups.	
1.2	State target for students with IEPs who, within one year of leaving high school, (a) are enrolled in higher education and	WJUSD reported in CALPADS the student survey data collected from 2022-2023 school year graduates			Meet the statewide target.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(b) are enrolled in higher education or competitively employed.	(Reported in Summer 2023). Responses are as follows: * Total students attempted to contact: 104 * 200 - Enrolled in a Four-year college/ university: 2 * 210 - Enrolled in a community college: 20 * 220 - Enrolled in a vocational or technical school (two year degree program): 2 * 310 - Enrolled in a vocational or technical school (certificate program): 2 * 350 - Enrolled in an Adult Training Program: 5 * 370 - Other Job Training Program: 1 * 910 - Competitively Employed: 17 * 920 - Not Competitively Employed: 7 * 930 - Other employment: 6 * 940 - Other: 3 * 950 - Not able to contact: 39				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Number of work permits issued by high school (career readiness)	In the 2023-24 school year, the number of work permits issued: *PHS: 297 *WHS: 224 *CCHS: 17			Increase the number of work permits issued by 5%.	
1.4	Report card marks for elementary students measuring the competency "Responsible and Productive" from the Graduate Profile	In 2023-24, final marks for elementary students: *Completes work in a timely manner: Usually 75%, Sometimes 19%, and Seldom 6% *Works well independently: Usually 74%, Sometimes 20%, Seldom 6%			80% of elementary students receive a mark of Usually on the two indicators	
1.5	Number and percent of high school graduates who enroll in a 2 or 4 year post secondary institution.	For the 2019 high school graduating cohort, there were 699 students, and 65.1% or 460 students enrolled in post secondary; 31.9% or 147 in a 4 year university; 67.6% or 311 in a 2 year college			Increase the percentage of students enrolling in post secondary by 5%.	
1.6	Number of community events that are student-initiated.	The district will begin monitoring this metric starting in August 2024.			All school sites have at least one community event that is student-initiated per year.	
1.7	Percentage of students completing UC/CSU a-g course requirements	In 2022-23, 35.4% (268) of graduates (cohort = 741) met the			Meet the statewide a-g rate and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(high school only) by demographic	UC/CSU a-g requirements district-wide. At PHS, 41.8% (153) of graduates met UC/CSU and at WHS, 39.9% (115) of graduates met UC/CSU requirements. At CCHS, none of the graduates met UC/CSU requirements. For WJUSD, the number and percentage of students by demographic (reported on Dataquest): Socioeconomically disadvantaged = 33.9% (184) Students with Disabilities = 14.9% (11) Migrant students = 36.4% (8) Foster youth = 41.7% (5) Homeless youth = 5.3% (1) English Learners = 5.8% (3) Asian = 50% (21) Hispanic/Latino = 37.4% (173) White = 44.3% (58) Two or More Races = 35.7% (5)			ensure proportionality.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The statewide total percentage of graduates meeting UC/CSU requirements is 52.4%.				
1.8	Number and percent of students that complete a CTE pathway	For the 2022-23 school year, 352 students completed a Career Technical Education (CTE) pathway. The demographics of the 2022-23 CTE Completer class are as follows: 44% Female; 56% Male. The demographics for the ethnicity and race are as follows: 66% Hispanic or Latino, 34% Not Hispanic or Latino; the race demographics are 2% American Indian or Alaskan Native, 1% Black or African American, 1% Chinese, 2% Filipino, 1% Laotian, 2% Other Asian, 63% White, with the remaining 28% declining to respond.			Increase by 5% and ensure proportionality.	
1.9	Number of students completing both a CTE	In 2022-23, there were a total of 82 out of 758 seniors or 10.8%, that			Increase by 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pathway and the a-g requirements.	completed both a CTE pathway and met the A-G requirements.				
1.10	Number and percent of students earning industry recognized certifications	For the 2023-24 school year, 59% of high school students or 1,624 out of 2,760, are enrolled in a CTE pathway. Currently 880 students or 54%,are projected to complete one or more of the following industry certifications; food handling, food management, food allergen, OSHA, Youth for the Quality Assurance of Animals (YQCA), and CPR/first aid.			Increase by 5%	
1.11	Number and percent of students participating in work based learning	In 2022-2023, there was new legislation regarding student placements in work settings that will likely impact the number of students able to participate in work based learning.
Of the 354 capstone students eligible to participate in work based learning, 52 (15%) had an active internship.			Increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Number and percent of students who receive a passing score (3+) on an AP exam.	In 2022-2023, there were a total of 459 AP exams taken. Of those exams, 311 earned a passing score of 3 or higher, or 67%.			Increase by 3%	
1.13	Percentage of students demonstrating college preparedness as measured by the Early Assessment Program (EAP).	In Spring 2023, by school, the percentage of students demonstrating college preparedness: Pioneer ELA: All students = 58.08% college ready, 20.71% conditionally ready, 21.21% not yet ready English Learner = 0% college ready, 24.14% conditionally ready, 75.86% not yet ready Special Education = 27.27% college ready, 21.21% conditionally ready, 51.52% not yet ready Socioeconomically disadvantaged = 53.82% college ready, 22.91% conditionally ready, 23.27% not yet ready Pioneer Math: All students = 22.87% college ready, 22.61%			Increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		conditionally ready, 54.52% not yet ready English Learner = 0% college ready, 0% conditionally ready, 100% not yet ready Special Education = 0% college ready, 12.12% conditionally ready, 87.88% not yet ready Socioeconomically disadvantaged = 12.27% college ready, 21.66% conditionally ready, 62.09% not yet ready Woodland ELA: All students = 36.61% college ready, 27.56% conditionally ready, 35.83% not yet ready English Learner = 4.55% college ready, 13.64% conditionally ready, 81.82% not yet ready Special Education = 8.34% college ready, 19.44% conditionally ready, 72.22% not yet ready Socioeconomically disadvantaged = 34.17% college ready, 27.64% conditionally				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ready, 38.19% not yet ready Woodland Math: All students = 9.05% college ready, 22.05% conditionally ready, 68.9% not yet ready English Learner = 0% college ready, 9.52% conditionally ready, 90.48% not yet ready Special Education = 2.86% college ready, 5.71% conditionally ready, 91.43% not yet ready Socioeconomically disadvantaged = 6.57% college ready, 21.72% conditionally ready, 71.72% not yet ready				
1.14	Cohort graduation rate at each high school. Schools/student groups with a performance level of Red: *English Learners	For 2022-2023, the 4 year adjusted cohort district graduation rate is 90.6% Cache Creek is 73.9% Pioneer High School is 92.3% Woodland High School is 93.8% For WJUSD, the percentage of students by demographic			Performance level of Green for all schools and student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(reported on Dataquest): Socioeconomically disadvantaged = 90.0% Migrant students = 91.7% Foster youth = 100% Homeless youth = 70.4% English Learners = 61.9%				
1.15	Number of middle school and high school dropouts.	In 2022-2023, the number of dropouts by school was as follows: CCHS = 13 =14.8% DMS = 0 = 0% LMS = 0 = 0% District Office = * = *% PHS = 13 = 3.6% Woodland Adult Ed = 0 = 0% WHS = 8 = 2.8% Total = 35 = 4.7% **Results are not reported for 10 or fewer students.			Decrease by 2%	
1.16	Number and percent of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes.	For 2022-23, the number and percent of students taking college credit courses: Woodland High = 311 (20.5%) Pioneer High = 304 (11.9%)			Increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Percent of parents who Agree or Strongly Agree that a. the school promotes academic success for all students, b. the school provides opportunities for meaningful student participation, and c. the school allows input and welcomes parents' contributions.	On the California School Parent Survey given in February 2024, the following are the percent of parents who agree or strongly agree that... a. the school promotes academic success for all students *All - 86% *Elementary school parents - 90% *Middle school parents - 87% *High school parents - 74% *CCHS parents - 83% b. the school provides opportunities for meaningful student participation *All parents - 31% *Elementary school parents - 39% *Middle school parents - 18% *High school parents - 17% *CCHS parents - 60% c. the school actively seeks the input of parents			Increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*All parents - 23% *Elementary school parents - 29% *Middle school parents - 10% *High school parents - 9% *CCHS parents - 60%				
1.18	Annual Communication Survey	The annual communication survey will be administered in summer 2024.			Improve family perception of district communication as reported on the survey by 5%.	
1.19	Annual CAFE services survey	The annual CAFE services survey will be administered in August 2024.			Improve family satisfaction with CAFE workshops as reported on the survey by 5%.	
1.20	Number of college and career focused workshops provided by CAFE.	In 2023-24, CAFE provided three workshops focused on preparation for college.			Each year, CAFE provides two career-focused workshops and two college workshops.	
1.21	Number of Pathway awards for Biliteracy (Dual Immersion schools only)	In 2023-24, there were 102 pathway awards given.			Increase by 20%.	
1.22	Number of State Seals of Biliteracy awarded to students (high school only)	In 2023-24, there were 150 State Seal of Biliteracy awards.			Increase by 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	Number of CCHS students enrolled in dual enrollment courses	There are no CCHS students enrolled in dual enrollment courses.			10% of CCHS students are enrolled in dual enrollment courses.	
1.24	Number of CCHS CTE completers	There are no CCHS CTE completers.			10% of CCHS students are CTE completers.	
1.25	Number of CCHS students participating in pre-apprenticeship or internship programs	There are no CCHS students participating in pre-apprenticeship or internship programs.			10% of CCHS students are participating in pre-apprenticeship or internship programs.	
1.26	Number of Pathway awards for Music Programs	There are no Pathway awards for Music Programs.			Establish Pathway awards; at least 25 students at each elementary, middle, and high school students receive a Pathway award.	
1.27	Number of VAPA offerings at elementary schools	Every elementary school offers 4th grade strings, and band or strings for 5th and 6th graders.			Every elementary school offers music or choir for all grade levels.	
1.28	Number of VAPA offerings at middle schools	Both middle schools have band, choir, and mariachi. Douglass offers jazz. Lee offers guitar, and has a jazz club after school.			Both middle schools have a drama class, either during the school day or after school. Both middle	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Douglass has a drama class. Neither middle school has an art class			schools offer art, either during the day or after school.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Graduate Profile Implementation	Create and implement a College and Career Readiness roadmap for the Graduate Profile that outlines what lessons and activities at each grade level teachers can use in their classrooms to increase student awareness of college and career options preK-12. Work with teachers during elementary and secondary action teams to develop the roadmap with activities and indicators of progress at each grade span. Funding to support this work is allocated in Goal 2, Action 2: Professional Development.	$21,200.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide professional development to support understanding and awareness of the roadmap. Develop specific goals and actions that are aligned to the roadmap and that are identified in each school plan. Each school site shall develop civic-minded and culturally aware students by hosting or participating in at least 1 community-level event each school year that incorporates student voice, choice, and agency that highlights and celebrates the cultures of their campus and community. Continue to increase opportunities for dual enrollment for high school students. Provide student support for registration for college classes at Woodland Community College.		
1.2	Course of Study	Deliver rigorous and differentiated learning models to respond to the needs of diverse learners in PreK - Adult Education and promote opportunities for reteaching, acceleration, and access to a broad course of study through the implementation of UDL and PLC structures with integrity. Develop a district-wide grading policy. Provide professional development on equity-based grading. Provide continuous professional development for all staff on anti-bias and culturally responsive pedagogy. Utilize the Systemic Equity Review Blueprint as a guide to remove barriers and improve equity of access to programs and participation for under-represented student populations, which include low income students, English learners, and foster/homeless students. Continue to ensure Internet access and connectivity for families to provide students with opportunities for learning at home by providing devices such as Chromebooks and hotspots to support learning. Identify barriers to access and adjust systems and processes to eliminate them.	$5,817,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure access to broad course of study. For students in grades 1-5, access and enrollment in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, Physical Education. For students in grades 6-12, access and enrollment in English, Social Sciences, Language Other Than English (LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education. All students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Physical Education, Science, and Mathematics courses.		
1.3	Family Support and Communication	Maintain and expand opportunities for meaningful participation for historically underserved communities of color, including support for parent groups representative of our diverse community. The student groups most impacted are students who are low income, English learners, and foster/homeless students, including students in Special Education. Continue to implement the WJUSD Communication Plan to ensure frequent, culturally responsive communication through approved District platforms in English and Spanish. Support community engagement efforts through staffing, including by providing parent and family support through Community and Family Engagement Specialists at each site.	$1,496,920.00	Yes
1.4	Strengthen Biliteracy Programs	Continue to participate in Project PROMESA (Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement) through the end of the grant by providing teacher and parent professional development. PROMESA is specifically designed to support students who are English learners.		Yes

Action #	Title	Description	Total Funds	Contributing
		Sustain systems and structures of Project PROMESA after the grant ends. Continue to develop and expand differentiated staff development to address the needs of DI teachers.		
1.5	Career Readiness for Cache Creek High students	Expand college credit options for students at Cache Creek High School. Develop pre-apprenticeship opportunities for students through registered or non-registered programs, so that students can build career readiness, directly supporting students who are low income, English learners, foster/homeless students, and students who are Hispanic/Latino.	$201,000.00	Yes
1.6	Expand VAPA programs	Develop a strategic Visual and Performing Arts Plan. Provide funding for elementary and secondary music teachers. Expand VAPA offerings for students preK - 12th grade at every school site as outlined in the VAPA plan, including during the expanded learning after school program.	$1,335,372.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address the Top 5 Community Priorities of (1) Academic Intervention and Support, (2) Social-Emotional Support, (3) English Learner Support, and (5) Special Education Support, which were developed in 2020. There are aspects of each of these priorities that are addressed within the metrics and the actions of this goal. This goal is reflective of the academic, social-emotional and behavioral needs that have been identified through data analysis of multiple sources, including:
*California School Dashboard 2023, including statewide summative test scores, chronic absenteeism, and discipline data
*Special Education Indicators as outlined in Continuous Improvement Monitoring
*Other assessment data including district common assessments and Advanced Placement exams
*Local data including secondary grades and course failure rates, reclassification rates, and access to advanced courses
*Survey and focus group data

This goal moves the district towards an integrated and tiered support system, aligned within a Universal Design for Learning (UDL) framework. UDL guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. It works to minimize barriers and maximize learning for all students. (source: CAST)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of appropriately credentialed and assigned teachers.	96% of teachers are appropriately credentialed and assigned.			Increase by 2%.	
2.2	Percent of fully credentialed new teachers who return to teach in the district	In 2023-24, 49% of new teachers returned to teach in the district.			60% of new teachers return to teach in the district.	
2.3	Percent of teachers by demographic	For the 2023-24 school year, the demographics of the teaching staff: Hispanic/Latino - 150 (31%) White - 276 (57%) Asian - 25 (5%) American Indian/Alaska Native - 3 (.6%) Pacific Islander - 4 (.8%) Filipino - 2 (.4%) Black/African American - 13 (3%) Two or More Races - 2 (.4) Not Reported - 6 (1%)			Demographic of teaching staff more closely match the demographics of students in the district.	
2.4	Percent of students who have access to instructional materials and supplies.	100% of students have access to instructional materials.			Maintain 100% access to instructional materials.	
2.5	Number of school facilities maintained and in good repair as	For the 2023-24 school year, the Facilities			All schools have a FIT rating of Good or Exemplary.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the Facilities Inspection Tool	Inspection Tool reports show: Exemplary = 8 schools Good = 7 schools Fair = 1 school Poor = 1 school				
2.6	Percent of classrooms that are using state adopted academic content and performance standards for all subject areas	The district has curriculum in 100% of classrooms that supports the state adopted academic content and performance standards in English Language Arts, Mathematics, and History-Social Science. The district is currently engaging in a science curriculum pilot and adoption process.			100% of classrooms are using state standards in all content areas.	
2.7	Number and percent of students that have equitable access to core, advanced programs, and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.	Less than 100% of students have equitable access to core, advanced programs, and least restrictive environment. The systemic equity review is developing recommendations to address findings in this area.			100% of students have equitable access.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Decrease in the age of the collection at each school library.	Every school library was provided with funds to purchase culturally responsive books during the 2023-24 school year. The average age of the district collections is the year 2000.			Improve the age of the library collections at every site by decreasing the average age of the district collections.	
2.9	Number and percent of classified staff who attend targeted professional learning opportunities in support of student learning goals.	In 2023-24, the district provided training to classified staff, including inclusivity training for all. The district had three dedicated Wednesdays for training, which was offered to paraprofessionals, library technicians, administrative secretaries and office coordinators, CAFE specialists, and campus security personnel. The district will establish a procedure to keep track of the number and percent of staff who attend training.			100% of classified staff participate in professional learning opportunities.	
2.10	Number and percent of certificated staff who attend targeted professional learning	In the 2023-24 school year, the district provided 5 days of professional			100% of certificated staff participate in professional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities in support of student learning goals.	development, paid at the per diem rate, to all certificated staff. The district will establish a procedure to keep track of the number and percent of staff who attend training.			learning opportunities.	
2.11	Number of coaching and support sessions evidenced by coaching/feedback logs, for new teachers and for experienced teachers	District staff are establishing a common way of logging coaching sessions so that data can be compiled.			All new teachers receive 5 coaching/support sessions.	
2.12	Site progress on self-evaluation of Professional Learning Communities using district rubric	Site administrators will do this self-evaluation in June 2024, using the Critical Issues for Team Consideration rubric.			Average rating of 7 on all indicators.	
2.13	Implementation of data analysis protocol three times a year at every school site and with every teacher	Every site was provided with funds for every teacher to meet three times during the year, but not every teacher participated.			All teachers meet at least 3 times per year to review student data in PLC teams.	
2.14	Performance level on the ELA and Math Academic Indicator	The ELA and Math Academic Indicators on the Fall 2023 Dashboard show a performance level of Orange for English			Performance level of Green for ELA and Math Academic Indicator for all schools and all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Schools/student groups with a performance level of Red: *Dingle - ELA *Whitehead - ELA and Math *Woodland High - ELA and Math *English Learners - ELA and Math *Foster Youth - ELA *Homeless students - ELA and Math	Language Arts and Orange for Math. For ELA, the performance levels by student group: Red: English Learners, Foster Youth, Homeless Orange: Hispanic, socioeconomically disadvantaged, students with disabilities Yellow: African American Green: Asian, Two or More Races, White Blue: Filipino There is no performance level reported for American Indian and Pacific Islander students due to the small size of the student group. For Math, the performance levels by student group: Red: English Learners, Homeless Orange: African American, Foster Youth, Hispanic, Socioeconomically disadvantaged, students with disabilities				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow: Two or More Races Green: Asian, Filipino, White There is no performance level reported for American Indian and Pacific Islander students due to the small size of the student group.				
2.15	Performance level on the English Learner Progress Indicator Schools with a performance level of Red on the ELPI: *Gibson Elementary *Lee Middle *Pioneer High *Woodland High	On the 2023 California School Dashboard, the English Learner Progress Indicator shows that 45.4% of our English Learners are making progress toward English language proficiency. The district performance level for this indicator is Orange. The levels of Student English Language Acquisition are as follows: ELs who progressed at least one level: 43.3% ELs who maintained level 4: 2.1%			Performance level of Green for the English Learner Progress Indicator for all schools.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs who maintained levels 1 - 3H: 34.3% ELs who decreased at least one level: 20.4%				
2.16	Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts.	The percentage of students at the Meets and Exceeds Standards level in Spring 2023 SBAC testing for ELA was 38%. The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 46.6% 2022-23 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 3.3% African American students 29.6% Homeless youth 19.5% Foster youth * R-FEP(reclassified) students 48.5% Migrant students 23.9% Students with disabilities 11%			Increase by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Percent of students in both the Meets and Exceeds Standards level on SBAC Math.	The percentage of students at the Meets and Exceeds Standards level in Spring 2023 SBAC testing for Math was 24.8%. The statewide percentage of students at the Meets and Exceeds Standards level for Math was 34.6% 2022-23 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 3.8% African American students 14.8% Homeless youth 16% Foster youth * R-FEP(reclassified) students 25.5% Migrant students 15.9% Students with disabilities 9%			Increase by 10%.	
2.18	Average scale score and level for California Spanish Assessment	For the California Spanish Assessment given in Spring 2023, the average scale score and level by grade:			Increase the average scale score at all grades to Level 2.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd grade: 341.8 (level 1) 4th grade: 445 (level 1) 5th grade: 545.2 (level 1) 6th grade: 645.1 (level 1) 7th grade: 737.5 (level 1) 8th grade: 840.7 (level 1)				
2.19	Performance level on district common assessments in English Language Arts and Math, and Spanish Language Arts for Dual Immersion classrooms	Elementary students in grades K-6 take the iReady diagnostic assessment. For the Spring test administration, the results below: Reading: 4,790 students tested Mid/Above Grade Level = 22% Early On Grade Level = 18% 1 Grade Level Below = 34% 2 Grade Levels Below = 11% 3 or More Grade Levels Below = 14% Overall, there was an increase of 18% in the number of students at			For iReady, increase the percentage of students at grade level or above by 10%. For the Assessment for Spanish Reading, increase the percentage of students meeting standard by 10%. For the SBAC interim assessments, decrease the percentage of students below standard by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade level, compared to the Fall Diagnostic. Math: 3,677 students tested Mid/Above Grade Level = 13% Early On Grade Level = 18% 1 Grade Level Below = 46% 2 Grade Levels Below = 12% 3 or More Grade Levels Below = 10% Overall, there was an increase of 20% in the number of students at grade level, compared to the Fall Diagnostic. For the Assessment for Spanish Reading given at the elementary dual immersion schools, the end of year administration, with 986 students testing: Met Standard: 186 students (19%) Partially Met Standard: 441 students (45%) Not Met Standard: 359 students (36%)				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secondary students took the Smarter Balanced Interim Assessments. Reading 7th grade: Read Literary Text (1163 tested) Above Standard = 16% Near Standard = 50% Below Standard = 32% 8th grade: Read Literary Text (390 tested) Above Standard = 29% Near Standard = 48% Below Standard = 21% High School: Informational Text (958 tested) Above Standard = 33% Near Standard = 36% Below Standard = 29% Math 7th grade: Ratios and Proportional Relationships (494 tested) Above Standard = 8% Near Standard = 47% Below Standard = 43%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th grade: Expressions and Equations (158 tested) Above Standard = 15% Near Standard = 41% Below Standard = 42% Math I: Solve Equations and Inequalities: Linear and Exponential (913 tested) Above Standard = 2% Near Standard = 15% Below Standard = 82%				
2.20	Number of schools implementing three lessons focused on Social-Emotional Learning per month	School sites have used the data from the universal screeners to identify and implement Tier I and II interventions to support the identified needs. At the elementary sites counselors have identified monthly focus areas and are providing monthly lessons.			All school sites are implementing three SEL lessons in every classroom every month.	
2.21	Number of small groups offered in 6-8 week cycles supporting students' SEL needs at every site by every counselor	As of March 2024, there have been 106 small groups offered in 6-8 week cycles supporting students' SEL needs. The groups are focused on various topics including social skills and self empowerment, managing stress and			Counselors at all schools offer small group counseling supporting students' SEL needs. At elementary schools, there are at least four 6-8 week cycles per	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		anxiety and self-regulation.			counselor. At secondary schools there are at least two 6-8 week cycles per counselor.	
2.22	95% Participation rate for California Assessment of Student Performance and Progress (CAASPP) ELA and Math, for all student groups.	In 2022-23, the participation rate for all student groups is as follows: ELA Participation All students = 97% EL = 98% Foster = 97% Homeless = 92% SED = 97% SWD = 93% Af American = 90% Am Indian = 90% Asian = 99% Filipino = 100% Hispanic = 99% Native Hwn = 100% White = 95% Two/More Races = 95% Math Participation All students = 97% EL = 98% Foster = 93% Homeless = 90% SED = 96% SWD = 92% Af American = 90% Am Indian = 90% Asian = 99%			Meet the 95% statewide target for participation rate for all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino = 100% Hispanic = 97% Native Hwn = 100% White = 95% Two/More Races = 92%				
2.23	Number and percent of students who are chronically absent Schools/student groups with a performance level of Red: *Asian students *Homeless students	The rate of chronic absenteeism reported for 2022-23 by the California Department of Education (most recent data) is 28.5%, which is equivalent to 6,508 students. This is an 8.1% decline from the previous year. Rates for each student group are as follows: African American - 39.3% (112 students total) Homeless - 64.4% (90 students total) Foster Youth - 30% (50 students total) Students with Disabilities - 35.3% (1,263 students total) Two or More Races - 25.1% (319 students total) Socioeconomically Disadvantaged - 32% (4,905 students total)			Performance level of Green for the Chronic Absenteeism Indicator for all schools and all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian - 26.9% (26 students total) White - 22.9% (1,100 students total) Hispanic - 30.5% (4,440 students total) English Learners - 30.9% (1,836 students total) Asian - 21.1% (432 students total) Filipino - 25.6 % (39 student total)				
2.24	Attendance rate for all schools.	For the month ending April 2024, the percentage of attendance for each school is as follows: Beamer 94.36%, Dingle 92.92%, Freeman 91.98%, Gibson 92.88%, Maxwell 92.83%, Plainfield 94.25%, Spring Lake 95.17%, Tafoya 91.68%, Whitehead 90.04%, Prairie 93.54%, Zamora 95.49%, Douglass 92.98%, Lee 95.77%, Pioneer 94.18%, Woodland 95.61%, Cache Creek 97.82%			All school sites have a 95% attendance rate, and schools above 95% increase by .5%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.25	Percent of students who perceive the school as safe or very safe (sense of safety)	On the California Healthy Kids Survey given in February 2024, the following are the percent of students by grade level who perceive the school as safe or very safe: 5th grade - 67% 7th grade - 49% 9th grade - 48% 11th grade - 45% CCHS - 84%			Increase by 5%. Each school site creates a plan of action within the school plan to improve student perception of school safety.	
2.26	Percent of students reporting Agree or Strongly Agree for School Connectedness (high level of student connectedness)	On the California Healthy Kids Survey given in February 2024, the following are the percent of students by grade level who report a high level of school connectedness: 5th grade - 67% 7th grade - 52% 9th grade - 46% 11th grade - 42% CCHS - 66%			Increase by 5%.	
2.27	Number of expulsions.	The expulsion rate for the 2022-23 school year was .03% which represents a total of 3 expulsions. As of June 2024, there are 5 expulsions.			Decrease expulsions to 0.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.28	Suspension rate, reported by student group. Schools/student groups that received a performance level of Red: *Lee Middle School *Foster Youth *Homeless students *Students with Disabilities *African American students	In 2022-23, the suspension rate district-wide was 6.6%. By student group, the suspension rate is as follows: African American 10.4%, American Indian 11.6%, Asian 2.1%, Filipino 0%, Hispanic 7.3%, Pacific Islander 0%, White 5.7%, Two or More Races 6.1%, English Learners 5.9%, Foster Youth 17.4%, Homeless Youth 12.7%, Migrant Education 5.5%, Socioeconomically Disadvantaged 7.5%, Students with Disabilities 8.8% The performance level is Orange on the California School Dashboard. At the district level, Foster Youth, Homeless Students, Students with Disabilities, and African American students are			Performance level of Green on the Suspension Rate Indicator, with a rate of 4.5% or less overall and for all student groups. Elementary schools have a rate of 3% or less. Middle schools have a rate of 8% or less. High schools have a rate of less than 6%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Red on the Suspension Rate Indicator. Lee Middle School also received a performance level of Red.				
2.29	Percent of students reporting an anti-bullying climate at school (5th grade) on the California Healthy Kids Survey; Percent reporting having experienced harassment or bullying (7, 9, and 11th grade)	On the 2023-24 California Healthy Kids Survey, the percent of 5th graders reporting an anti-bullying climate at school is 66%. The percent of students reporting having experienced any harassment or bullying is: 7th grade - 34% 9th grade - 27% 11th grade - 20% CCHS - 4%			Increase by 5% for the percent of 5th graders reporting an anti-bullying climate and decrease by 3% for students reporting having experienced harassment or bullying at all other grades and 2% for CCHS.	
2.30	Percent of Kindergarten and 1st grade students on grade level or above on iReady assessment in Phonics, High Frequency Words, and Vocabulary	On the Spring 2024 iReady results... Kindergarten: Phonics = 62% High Frequency Words = 57% Vocabulary = 52% 1st grade: Phonics = 46% High Frequency Words = 60% Vocabulary = 37%			75% of students in Kindergarten and 80% of students in 1st grade are on grade level or above in Phonics, HFW, and Vocabulary.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.31	Number of early literacy instructional rounds conducted each year	There were no early literacy instructional rounds conducted in 2023-24.			Three cycles of early literacy instructional rounds occur at every school site.	
2.32	Chronic absenteeism rate for Foster/Homeless students	For 2022-23, the chronic absenteeism rate for all students was 28.5%, and the rate for Foster students was 30% and for Homeless students was 64.4%.			The chronic absenteeism rate for Foster decreases by 5% and for Homeless students decreases by 10%.Foster and Homeless students receive a performance level of Green on the CA School Dashboard.	
2.33	Graduation rate for Foster and Homeless students	The 2022-23 Graduation rate for Foster students was 100% and for Homeless students was 70.4%.			Maintain above 90% graduation rate for Foster students and increase the graduation rate for Homeless students by 10%. Performance level of Green on the CA School Dashboard.	
2.34	Number of programs and services that are developed and provided to students in Special Education and unduplicated (low	The district offers programs such as Youth Leadership Camp, the Expanding Minds after school program and summer			All unduplicated students, including low income, English learner, foster youth, homeless youth,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	income, English Learner, foster, homeless, migrant) students.	program, GATE and enrichment programs after school and during the summer, and Extended School Year, which are developed to address the needs of students in Special Education and unduplicated students.			and migrant students, receive priority enrollment in programs developed to address their needs.	
2.35	Parent/family participation in programs and opportunities for students with special needs.	Parents participate in the Special Education Parent Advisory Committee, which meets quarterly during the 23-24 school year. There are 12-14 different families regularly attending. Each school site strives to have a designated family representative. WJUSD has 3 parent participants on the Yolo County Community Advisory Committee (CAC).			Increase by 10% the number of parents who attend the SEPAC meetings.	
2.36	State target for the average amount of time students receive their special education or related services in settings apart from their peers in general education settings.	Percent of time IN regular education setting is as follows: * Equal to or greater than 80%: 1,322 students; 80.5%			Meet the statewide target.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* 40%-79%: 102 students; 6.2% * Less than 40%: 218 students; 13.3% Total student count: 1,642 The statewide target for in regular education settings >80% = 62%				
2.37	State target for the percent of students with IEPs receiving services in the regular early childhood program	Preschool Program Setting is not Separate Class: 119 students or 69.2% Total SpEd Preschool Students: 172 Students The statewide target is >43%			Meet the statewide target.	
2.38	State target for the percent of preschool students with IEPs attending a separate class, school, or facility	Preschool Program Setting is Separate Class: 53 students or 30.8% Total SpEd Preschool Students: 172 The statewide target is <29%			Meet the statewide target.	
2.39	Percent of inexperienced, fully credentialed teachers that return for a second year	In 2023-24, 58% of inexperienced, fully credentialed teachers returned for a second year.			Increase by 3%.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Base Program, Materials, and Facilities	Implement base instructional program for PreK - Adult Education to include: *appropriately credentialed and assigned teachers *employment and retention of diverse staff that reflects the demographics of the community *sufficient adopted material for all courses, including replacement and supplemental curriculum for Special Education students; social and emotional learning curriculum, and primary language curriculum for Spanish speaking newcomers *school libraries that maintain collections of inclusive and culturally responsive books *safe, clean, and orderly facilities *technology to access instruction *food services, with a focus on culturally relevant foods	$6,833,229.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development	Collaborate across departments to plan and deliver professional development for administrators, certificated staff, classified staff, and after school program staff that addresses the needs of all students, but especially for low income students, English learners, foster/homeless students, and students in Special Education, through best first instruction. Provide training for teachers and administrators on the California Math Framework to build understanding of the 5 components of equitable and engaging teaching so that teachers and administrators are prepared to engage in a math curriculum adoption: *Plan teaching around big ideas *Use open, engaging tasks *Teach toward social justice *Prioritize reasoning and justification *Invite student questions and conjectures Establish and Implement a data driven district-wide instructional and engagement focus. Establish priorities that are aligned between the graduate profile, literacy plan and equity review. Provide professional development to address the prioritized needs identified in the Literacy plan and the Equity Review. Provide support for professional learning communities through coaching and feedback for teachers and administrators. Develop training for transitional kindergarten teachers and staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and implement the model in the classroom. Ensure continued professional development to support the integration of effective and appropriate instructional technology into regular and daily practices and to support district wide understanding of current issues and ethics in technology.	$2,558,227.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development for the afterschool program to align best practices in classroom management, youth voice/leadership, academic, and social/emotional support.		
2.3	Data Analysis and Review	Continue to implement and analyze progress towards effective professional learning communities (PLC) implementation at every school site. Maintain the data dashboard and continue to provide professional development around the use and analysis of data. Create a district and site-aligned calendar for data review to guide the ongoing and regular analysis of student learning with formative data through PLCs, alignment of assessments with district-established assessment criteria, college and career readiness indicators, and ELA/ELD readiness. Principals will lead teacher teams through grade level and department level data analysis three times during the year to engage in the district-adopted data analysis protocol, and plan next steps for instruction, with a specific focus on students who are low income, English learners, foster/homeless students, and students in Special Education. Continue to provide resources to school sites, with increased resources for intervention services at underperforming school sites based on percentages of unduplicated students and student achievement data through directing additional concentration grant funding to those sites. Each school site creates a plan of action to address student perception of school safety, using multiple sources of input from students such as focus groups and youth advisory councils.	$3,151,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student Academic and Social Emotional Needs	Increase positive school culture and climate as measured through family, student, and staff surveys, establish tiered structures to identify and support student needs, and provide systems of support through restorative practices and trauma awareness. Maintain site-based and regional teams including Multi Tiered Systems of Support (MTSS)/Wellness teams that are representative of student populations including special education staff, English Learner staff, after school program staff, and general education. Integrate wellness teams to include relevant academic concerns and develop systemic interventions as a response. Establish district wide system and processes for various tiers, including districtwide common referral system. Provide professional learning related to behavior, social, and emotional learning, and academic learning impacts to students, with a focus on students who are low income, English learners, foster/homeless, and students in Special Education. Develop and implement a comprehensive guidance system, reflective of the needs of our student population, related to academic development, personal social development and college/career goals in alignment with the district's graduate profile.	$7,645,023.00	Yes
2.5	Attendance and Engagement	Address and support barriers (e.g., social-emotional needs, mental health, homelessness/foster) which may impact chronic absenteeism. Ensure evidence-based and culturally relevant practices are implemented as proactive tiered systems of support to increase attendance. Support through attendance liaisons and social workers.	$556,143.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide training on unconscious bias to support classroom practices that are inclusive and engaging for all students, especially students in Special Education, unduplicated students, and students in historically underrepresented groups. Provide anti-bullying training for teachers, staff, and administrators.		
2.6	Early Literacy	Guided by the Literacy Plan, develop a comprehensive literacy program that supports literacy development for all students inclusive of all special populations, including students who are low income, English learners, foster/homeless students, and students in Special Education. Establish common and research driven writing instruction and assessment practices. Provide professional development in: *Optimal Learning Environment (OLE) training for all K-2 teachers *foundational literacy practices *California ELA/ELD Framework *language development and the stages of reading acquisition Provide parent/family training on early literacy. Work with community partners such as the Woodland Public Library and early childhood organizations to support literacy development.	$1,961,378.00	Yes
2.7	Foster/ Homeless Student Support	Work with foster and homeless families to identify barriers to attendance and provide targeted support. Provide support to foster youth and homeless students through designated staff specialized in foster and homeless needs.	$175,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development to ensure appropriate implementation of tier 1, 2 and 3 strategies that meet the specific needs of foster/homeless youth. Provide professional development for certificated and classified staff to support understanding and deeper awareness of the unique needs of foster and homeless students. Expand the MTSS Wellness teams to support the academic and social emotional needs of foster/homeless youth, with a focus on literacy, language arts, and math.		
2.8	Transportation to School	Provide transportation for qualifying students between home and school for the regular school year and during Expanding Minds Intersession.	$4,713,474.00	Yes
2.9	Inclusive Practices	Expand the Inclusion Committee to include staff who represent *Gifted and Talented (GATE) students *LGBTQIA+ students *Students who are English learners *Low income students *Foster/homeless *Students in Special Education *Students with 504 plans Develop an Inclusion Plan that will establish a vision/definition for inclusive education in WJUSD including what it looks and sounds like in school settings. Provide professional development around inclusive practices for teachers, staff, administrators, and families. Develop a process for monitoring implementation of inclusive practices through instructional rounds.	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Support for new and beginning teachers	Provide mentors for all pre-service teachers and establish expectations for mentors. Provide TOSA support for all new teachers. Provide professional development, including a New Teacher Orientation and instructional lab workshops for all pre-service teachers monthly with topics including supporting students in Special Education, low income students, foster/homeless students, and English learners. Provide new EL Specialists (year 1 and 2) with monthly professional development sessions. Provide training for Administrators in support of new teachers.	$369,736.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 has been developed to outline the district's services, programs, and staff that support the achievement of English Learners. Special attention has been paid to the California English Learner Roadmap, which identifies the ways in which teachers, staff, and administrators support teaching and learning, as well as the systems that create the conditions for success. This goal has been written with language designed to be intentional in specific ways: accelerating academic achievement, standards-based instruction, and focusing on using an assets-oriented approach. Actions in Goal 3 focus on supporting the implementation of standards-based instruction including designated and integrated English Language Development, which are essential to the academic achievement of English learners, as well as professional development which addresses cultural proficiency and the language and social-emotional assets and needs of different English learner profiles.

The EL Roadmap is composed of four principles:
1. Assets-Oriented and Needs-Responsive Schools: Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners.
2. Intellectual Quality of Instruction and Meaningful Access: English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
3. System Conditions that Support Effectiveness: Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
4. Alignment and Articulation Within and Across Systems: English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the

identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language, literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.
(source: California Department of Education)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Reclassification rate for English Learners	As of March 2024, 306 students have been reclassified, out of 2043 English Learners, which is a reclassification rate of 14.9%.			Increase by 3%.	
3.2	District average based on school rating of EL Roadmap Principle 1 on the self-assessment	The average rating for all schools on Principle 1 is 2.9, with 14/17 schools reporting.			Increase the average rating to 3 (on a scale of 4) for all schools.	
3.3	Implementation of EL Roadmap Principle 2: iReady growth targets for elementary and D/F rate for secondary	In 2023-24, iReady growth targets for elementary: 78% of English learners met their annual typical growth compared to 100% of non EL students in Reading; 71% of English learners met their annual typical growth compared to 77% of non EL students in Math

D/F rate for secondary: 34% of grades received for ELs are D/F compared to 19% of | | | iReady growth targets:100% of EL students meet their annual typical growth targets for Reading and Math

D/F rate for secondary: % of D/F for EL students is comparable to non-EL students | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grades received for non-ELs are D/F				
3.4	Number and percent of long term English Learners (LTEL); number and percent of students at Risk of being LTELs	For 2023-24, the number and percent of Long Term English Learners is as follows: sixth grade = 54 (19.7%) Douglass Middle = 61 (16.0%) Lee Middle = 46 (17.5%) Woodland High = 76 (12%) Pioneer High = 97 (11.8%) Cache Creek High = 28 (38.9%) For 2023-24, the number and percent of students At Risk of being Long Term English Learners grade 3 = 42 (16.5%) grade 4 = 141 (53.8%) grade 5 = 98 (35.1%) grade 6 = 5 (1.8%) grade 7 = 5 (1.7%) grade 8 = 3 (0.8%) grade 9 = 3 (0.8%) grade 10 = 3 (0.8%) grade 11 = 5 (1.4%) grade 12 = 4 (0.9%)			Decrease by 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Reclassification rate for Long Term English Learners	In 2023-24, the number and percent of Long Term English Learners that has been reclassified is 62, or 18.8%.			Increase by 3%	
3.6	Percent of English learner parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school.	On the California School Parent Survey given in 2023-24, the results are as follows: (a) the school encourages me to be an active partner = EL parents 41%, non-EL 31% (b) the school promotes parental involvement = EL parents 45%, non-EL 30% (c) parents feel welcome to participate in this school = EL parents 46%, non-EL 29%			Increase by 5%	
3.7	Number of opportunities for parent learning provided by Community and Family Engagement and developed to address the needs of unduplicated students.	Since June 2023 the following parent PD sessions have taken place in English and Spanish:			Offer 10 workshops throughout the year in English and Spanish for families that support the following: parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*A-G Workshops: 90 parents plus their students *CABE Promesa Sessions, 14 sessions and 39 participants * Breast Cancer Session, 5 participants * Bullying session, 5 participants *Latino Literacy Project, 10 sessions per site (in progress) so far 327 participants *WPD Substance abuse, 13 participants *ELPAC Parent Session, 26 participants *iReady Parent Session, 24 participants *Screenagers Movie Series, 13-36 participants *Parent CPR training, 36 participants			knowledge around student achievement, parent advocacy, student access to college and career/graduate profile, and technology use. Increase the number of participants by 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Performance level on the English Learner Progress Indicator Schools in the Red on the ELPI: *Gibson Elementary *Lee Middle *Pioneer High *Woodland High	The English Learner Progress Indicator for 2023 shows that 45.4% of our English Learners are making progress toward English language proficiency. The district performance level for this indicator is Orange. The levels of Student English Language Acquisition are as follows: ELs who progressed at least one level: 43.3% ELs who maintained level 4: 2.1% ELs who maintained levels 1 - 3H: 34.3% ELs who decreased at least one level: 20.4%			Performance level of Green on the California School Dashboard for all schools.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Standards- based Instruction	Continue to provide integrated and designated ELD professional development for new teachers and administrators and refresher training for continuing teachers and administrators. Integrate the focus on EL achievement within PLC/Action Teams at school sites and through cross-department collaboration. Build the capacity of TOSAs and EL specialists as coaches to support the improvement of practice through regularly scheduled professional development. Implement professional development on implications of language and learning disabilities for EL students, who are also in Special Education (dually identified students). Continue to monitor implementation of ELD standards in integrated and designated ELD instruction through district wide instructional rounds. Center the use of data in the continuous improvement cycle with a focus on the needs of English Learners, Long Term English Learners, and dually identified students.	$180,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Long Term English Learners	Identify barriers to success for long term English learners (LTELs), especially for students who are in Special Education (dually identified LTELs), utilizing the SER Blueprint as a guide. Continue to implement professional development on the specific needs/typologies of LTELs and dually identified students. Differentiation is provided within the classroom using the Universal Design for Learning framework.	$130,200.00	Yes
3.3	Systems of Support	Students will be supported through MTSS Wellness teams and intervention supports will be provided by proficiency levels/EL profiles. Provide English Learner Specialists and English Learner Teacher on Special Assignment (TOSA) who will support the implementation of the Multilingual plan with emphasis on best-first instruction, differentiation, and intervention. Provide sufficient additional staffing sections of ELD at secondary level to reduce class size and allow for differentiation and acceleration, and meet the needs of LTELs. Provide biliterate paraprofessionals to provide supplemental support for newcomers at secondary schools. Site provided resources to implement academic intervention sessions.	$2,626,210.00	Yes
3.4	Family Engagement	Ensure that families have access to classroom, schoolwide and districtwide communications in their primary language and are able to participate in all aspects of their child(ren)'s education.	$61,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development for teachers, staff, and administrators on culturally responsive family engagement. Provide opportunities for family involvement beyond District English Learner Advisory Committee (DELAC) for input on LCAP development and other district and school-wide decision-making. Create opportunities for family learning and leadership development, especially supporting the English learner family population, including English learners who are in Special Education.		
3.5	English Language Development	Ensure that all students who are English Learners have instruction in designated and integrated English Language Development. Students are provided with a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases academic growth and student engagement. English Learners are provided access to the full curriculum in addition to appropriate English Learner support and services. There is no funding associated with this action, instead the district is using a planned percentage of 2.5% for this action, with the following methodology: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE, and at secondary, use the actual FTE for the number of ELD sections that the teacher has.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 4 was developed in 2021 to ensure that the district develops systems and processes that honor student voice and choice, and provide multiple opportunities for youth success. Starting in 2018, with the development of the Performance Indicator Review (PIR) plan for Special Education, the Educational Services department has focused on increasing the use of student focus groups, youth surveys, and feedback sessions, in order to solicit student input and feedback for plan development and to inform decision-making. This work has continued to grow over the last several years, especially since the district participated in the development of the Woodland Community Call to Action: Our United Aspiration for Youth.

Beginning in 2021, the school district along with the City of Woodland began the process of developing a Youth Plan, which involved multiple educational partners across a number of agencies and organizations in Woodland. This work resulted in the Woodland Community Call to Action: Our United Aspiration for Youth. The purpose, as described in the plan, is "to provide our youth with the supports and opportunities they need to grow and develop into happy, healthy, and successful adults (whatever success means to them), who, in turn, engage in supporting and developing the next generation of Woodland youth."
The Community Call to Action outlines a set of Aspirations which inform the direction for the plan and the outcomes. The plan also contains a set of Guiding Principles, which are listed below:
*We uplift participatory youth voice that drives our actions and decisions.
*We believe in working together to support each young person as they learn to address, overcome and embrace challenges, and recognize their strengths.
*We hold true that fun is a universal language and learning is achieved through play.
*We strive to develop and empower civically engaged leaders with the skills to be successful in life.
*We seek to honor and celebrate the contributions of our youth.
*We embrace the power of strengths and youth development to help each young person gain awareness of their natural talents and abilities.
*We promise to disrupt adult beliefs and practices that exclude, limit, and create barriers for our youth.
*We aim to always move in the direction of what is best for each young person.

The district will use the youth development supports and opportunities developed by the Youth Development Network to inform and support the implementation of Goal 4. These practices include:
*Safety: Youth feel physically and emotionally safe, free from harm and judgment and they feel confident that they will be accepted for they are.
*Relationship Building: Youth develop positive relationships with their peers. Youth develop relationships with a caring, consistent adult.
*Youth Participation: Youth are involved in a meaningful way/roles of responsibility, and have opportunities for leadership and decision making that impact school and district programs.
*Community Involvement: Opportunities for youth to get to know and impact their community (and vice versa), and have a chance to give back.
*Skill Building: Relevant, challenging and interesting skill building where youth can experience growth and progress.
(source: Youth Development Network)

The actions in this goal will focus on empowering youth voice, enabling youth leadership, on the development of community support structures that support student engagement, and on professional development for teachers, staff, and administrators. Throughout this goal, the actions support the implementation of the Woodland Community Call to Action.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of students reporting "Pretty much true" or "Very much true" to meaningful participation on the California Healthy Kids Survey (high level of meaningful participation)	On the California Healthy Kids Survey given in February 2024, the percent of students reporting a high level of meaningful participation: 5th grade - 37% 7th grade - 24% 9th grade - 28% 11th grade - 22% CCHS - 19%			50% of students report a high level of meaningful participation.	
4.2	Number and percent of students providing input to the School Plan for	In 2023-24, there were 5,158 students who provided input through surveys (56%).			75% of students provide input through surveys.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Achievement (SPSA) through surveys					
4.3	Number and percent of students providing input to the SPSA through focus groups	443 students provided input to the SPSA through focus groups, which is 4.8% of students.			8% of students provide input through focus groups.	
4.4	Number of extracurricular and cocurricular programs offered, focused on student engagement and leadership opportunities.	The district continues to offer the following extracurricular activities: art instruction for elementary and middle school GATE students, band instruction and performances for elementary, middle, and high school students. The district continues to offer the following co-curricular activities: a variety of league sports at our middle and high schools, intramural sports in upper elementary, student government and Link Crew (high school), leadership and WEB (middle school), Career Technical Student Organizations, Student Advisory Councils at each school site, the Superintendent's Student Advisory Council, and a variety of			Ensure that all school sites have extracurricular and cocurricular programs available to all students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school clubs in our elementary, middle and high schools. In addition to the extra and co-curricular activities, the district provides access to student leadership opportunities through conferences and other youth engagement events: The Steps to College Fair, Yolo EmpowHER Conference, Young Men Empowerment Conference, the Kifalme Youth Gathering, the Cesar Chavez Youth Leadership Conference and other local events as they become available				
4.5	Number of students earning the State Seal of Civic Engagement	No students have received the State Seal of Civic Engagement.			25 students receive the State Seal of Civic Engagement.	
4.6	Number of leadership opportunities provided at each school site that are available to all students.	Currently, every site has a Youth Advisory Council. Every secondary site has a student representative on the School Site Council. Each high			Elementary schools have 3 leadership opportunities. Secondary schools have 5 leadership opportunities.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school also has a student board member.				
4.7	Number of partnerships with the community and other programs that provide students with opportunities to get engaged and support the social, emotional, behavioral, and academic success of all students.	Currently, the district has partnerships with: Woodland Community College, City of Woodland, United Way, the Woodland Schools Foundation, the Yolo County Health and Human Services Agency, Yolo Farm to Fork, AmeriCorps, iCook, Little Heroes, Sacramento Valley College Corps, Woodland Tennis Club, Native Dads Network, TransFamily Support Services, and Sacramento Poderosas.			Twenty total partnerships are established and goals are set with each community partner to increase student engagement and leadership opportunities.	
4.8	Number of trainings offered that are focused on youth development, for staff and for youth	The expanded learning staff will be receiving training on youth development in Summer 2024.			Opportunities for youth development training are provided for all staff who provide direct service to students.	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Empowering Youth Voice	Expand opportunities for student focus groups, feedback sessions, and surveys and act on feedback provided by youth. Formalize student representation on School Site Councils at the secondary level and on the LCAP Collaborative Committee. Expand student representation on district and site committees. Continue student board members from the high schools and provide additional training to enhance their roles and leadership skills. Provide training for student leadership at the school and district level, including within the after school program, summer programs, and additional opportunities in the community.	$213,000.00	No
4.2	Youth Leadership	Develop student leadership and build student capacity as advisors to site administration through site based Youth Advisory Council. Develop student leadership and build student capacity as advisors through the Superintendents Youth Advisory Council	$657,319.00	No

Action #	Title	Description	Total Funds	Contributing
		Support opportunities for student performances, presentations, competitions, and youth-led leadership workshops and trainings. Provide StrengthsFinder for 9th grade students and expand to sixth grade using the Strengths Explorer. Expand our high school ambassador program, which gives high school students the opportunity to be mentors and leaders within our Expanding Minds after-school program. Continue the Youth Strengths Leadership camp. Develop the policies and procedures for students to earn the State Seal of Civic Engagement.		
4.3	Community Support Structures	Expand community support structures that are intentionally designed to address the needs of youth, aligned to the aspirations and guiding principles in the Woodland Community Call to Action. Partnerships with community-based organizations that provide opportunities for students to engage in leadership and develop agency. Increase connection with industry sector partners to support the expansion of course offerings, CTE pathways, internships and certification opportunities Develop and implement systems to monitor student participation to ensure proportionality	$234,708.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Professional Development and Training	Provide professional development to support youth development, including building staff capacity to... *Implement trainer of trainers model for Youth Development Institute (YDI) to build internal capacity and ensure sustainability for both youth and staff *Provide training in how to create opportunities for embedding student voice and choice in the instructional program and courses *Incorporate youth voice into decision making structures such as the school plan, board policies, course development Utilize the Systemic Equity Review (SER) blueprint as a guide to address the unique needs of historically underserved students of color, foster/homeless, students with disabilities, and underrepresented groups Provide Youth Development Institutes for the Expanding Minds staff to ensure youth engagement practices are infused into the after-school program.	$243,400.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$28,155,353	$3,102,198

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
28.874%	0.000%	$0.00	28.874%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Course of Study **Need:** Disproportionate access to a broad course of study **Scope:** LEA-wide	After assessing the needs, conditions, and circumstances of our Foster Youth, English learners, and low income students, we have determined that actions to increase access to a broad course of study are necessary to ensure that all student groups have proportionate access. As determined by the Systemic Equity Review, there is a gap in access to a broad course of study:	Percentage of students completing UC/CSU a-g course requirements (high school only) with demographics; Cohort graduation rate at each high school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		*While the district's graduation rates are higher than the state's, the district's A-G rate trails that of the state. The 2022 rate (40.1%) was 11 percentage points lower than the state A-G completion rate (51.1%). District-wide, A-G completion rates have fluctuated significantly over the last five years. *For the Class of 2023, English was the A-G subject with the lowest completion/in-progress rate (56% of students had completed or were in progress of completing four years of A-G approved English classes with a C or better) *In the 2022-23 school year, Latinx, African American, low-income, and in Special Education students were underrepresented in Advanced English classes. *In the 2022-23 school year, students who are Latinx, low-income, and in Special Education are underrepresented in Pre-Calculus, while white, Asian, and Emergent Multilingual students exceeded proportionality. *Students who are Latinx, Native American, Low-income, and in Special Education are underrepresented in AP Calculus.	
1.3	**Action:** Family Support and Communication **Need:** Family access to resources **Scope:** LEA-wide	The Community and Family Engagement Specialists work at each school site to connect families with resources, communicate about school events, and serve as a liaison between staff and families as needed. The CAFE specialists also organize and provide parent trainings both at the school site and at the district office level. Research has shown that parent education level predicts educational and occupational success, so the district provides parent training and workshops and facilitates	From the California School Parent Survey, the percent of parents who Agree or Strongly Agree that a. the school promotes academic success for all students, b. the school provides opportunities for meaningful student participation, and c. the school allows input and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		communication for home to school through the CAFE specialists.	welcomes parents' contributions.
1.4	**Action:** Strengthen Biliteracy Programs **Need:** English Learner Achievement on the ELA Academic Indicator which shows that English learners declined 6.5 points and are in the Red; the English Learner Progress Indicator shows that English learners declined by 5.4% in the number of students making progress and the number of students who decreased at least one ELPI level year to year grew by 3.3% from 2022. **Scope:** Schoolwide	The district is in the third year of implementing Project PROMESA (Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement), which has the following priorities: Providing professional development to improve instruction for English Learners; Providing families with evidence based strategies for promoting literacy; and dual language approaches to support effective instruction for English Learners. Teachers at three schools (Beamer, Dingle, and Woodland Prairie) will be receiving training that will strengthen and deepen multilingual and multicultural instructional models to support English Learners and develop parent leadership to engage parents in family literacy and leadership programs to impact parent growth and student achievement. Outcomes of the project will include developing exemplary dual immersion and English Language Development instruction for students. Our methodology for including the planned percentage of 6.5% for this action: calculate the cost of the FTE of teachers who teach at the three elementary schools who are participating in the project.	Number of Pathway awards for Biliteracy (Dual Immersion schools only); Number of State Seals of Biliteracy awarded to students (high school only)
1.5	**Action:** Career Readiness for Cache Creek High students **Need:** Every student group at Cache Creek High School has a Very Low performance level for	Students at Cache Creek High School receive a diploma when they graduate but do not currently have opportunities to earn college credits or to develop work readiness skills while they are enrolled. CCHS has been designated an Equity Multiplier school and the plan which has been developed through feedback and input from CCHS students includes creating dual enrollment courses	Number of CCHS students enrolled in dual enrollment courses; Number of CCHS CTE completers; Number of CCHS students participating in pre-apprenticeship programs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the College/Career Indicator, on the 2023 California School Dashboard. **Scope:** Schoolwide	and Career Technical Education pathways. In the 2023-24 school year, 100% of Cache Creek students are low income.	
2.2	**Action:** Professional Development **Need:** Achievement on the English Language Arts and Mathematics Academic Indicator, which shows a performance level of Orange for all students, with English Learners, Foster Youth, and Homeless students in the Red for ELA and English Learners and Homeless students in the Red for Math. **Scope:** LEA-wide	The improvement effort that we have identified to address the academic achievement gap is outlined in Action 2: Professional Development, to provide district-wide professional development for all certificated staff and classified staff in instructional settings which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. The training topics have been developed with student needs at the forefront and will serve as a foundation for professional development throughout the year.	Number of targeted professional learning opportunities offered to classified staff to support student learning goals; Number of targeted professional learning opportunities offered to certificated staff to support student learning goals; Number of coaching and support sessions evidenced by coaching/feedback logs, for new teachers and for experienced teachers
2.3	**Action:** Data Analysis and Review **Need:** Socioeconomically disadvantaged students have a performance level of Orange on the English Language Arts and Mathematics Academic Indicators. Students who are English Learners and Homeless students have a performance level of Red on the English	Data review and analysis in collaborative teams has been repeatedly shown to have positive impacts on student achievement. The specific strategy in this action is implementation of professional learning communities, which include when teachers meet together regularly to analyze student progress, review student work, plan instruction, and identify and plan for students who need interventions.	Site progress on self-evaluation of Professional Learning Communities using district rubric; Implementation of data analysis protocol three times a year at every school site and with every teacher

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts and Mathematics Academic Indicators. **Scope:** LEA-wide		
2.4	**Action:** Student Academic and Social Emotional Needs **Need:** Increased need for social-emotional supports for unduplicated students **Scope:** LEA-wide	After assessing the needs, conditions, and circumstances of our Foster and Homeless Youth, English Learners, and low income students, we have determined that English Learners, Foster Youth, and Low Income students have a higher need for social-emotional supports. For students who are Foster and Homeless Youth and low income students, the chronic absenteeism data for 2022-23 indicates a need for social emotional supports to support student engagement in school. The chronic absenteeism rate for all students was 28.5%, while the rate for Foster Youth was 30%, for Homeless Youth was 64.4%, and for low income students was 32.2%. The district asserts that providing social-emotional learning curriculum and universal screening, and making counseling and other supports available to students during the school day is a necessary and important improvement designed to address the mental health and behavioral needs of our unduplicated students. On the PASS social emotional screening given at secondary schools twice a year, data shows that English Learners have made growth since the previous year but still have lower overall scores, when compared to all students. On "Preparedness for Learning", the EL score is 47.18%, while for all students it is 51.94%. Additionally, for "Confidence	Performance level on the ELA and Math Academic Indicator English Learners - ELA and Math Foster Youth - ELA Homeless students - ELA and Math Dingle - ELA Whitehead - ELA and Math Woodland High - ELA and Math Number of schools implementing three lessons focused on Social-Emotional Learning per month; Number of small groups offered in 6-8 week cycles supporting students' SEL needs at every site by every counselor.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		in Learning", ELs score 40.5% while all students score 41.75%.	
2.6	**Action:** Early Literacy **Need:** Foundational Literacy skills gaps: phonics, high frequency words, and vocabulary **Scope:** LEA-wide	The WJUSD Board of Trustees has identified early literacy as its #1 priority due to the academic achievement gap in literacy and language arts. This LCAP continues to provide teachers in K - 2nd with training in an instructional framework that includes specific foundational literacy strategies, which are proven effective at closing the early literacy gap for students who are English Learners. This has been identified as a strategy that will improve the academic achievement of English Learners because of the achievement gap that exists in elementary literacy assessment data. iReady Assessment data for the Phonics subtest on the Spring testing administration: in 1st grade, EL students who are 1 or 2 grade levels below are 67.49%, while for all students, the percentage is 53.24%. For the Reading Comprehension Informational Text subtest, 1st grade EL students who are 1 or 2 grade levels below are 73.03%, while for all students, the percentage is 59.01%. For 6th grade EL students on the Reading Comprehension Informational Text subtest, the percentage of students who are 1 or more grade levels below is 91.57%, while for all students, the percentage is 61.3%.	iReady Phonics, High Frequency Words, and Vocabulary assessment results; Number of early literacy instructional rounds conducted each year
2.7	**Action:** Foster/ Homeless Student Support **Need:** Outcomes for Foster Youth and Homeless students, including Red performance level on Academic Indicator; Red (Homeless) and Orange (Foster Youth) on Chronic	After assessing the needs, conditions, and circumstances of our Foster Youth, we have determined that our actions outlined in the previous LCAP to support Foster Youth have had a positive impact on their graduation outcomes. According to CDE's Dataquest for the 2022-23 school year, which is the last year that a graduation rate for Foster Youth is available, the	Chronic absenteeism rate; Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Absenteeism Rate. Orange performance level on Graduation Rate for Homeless students. **Scope:** LEA-wide	cohort graduation rate for all students in the district was 90.6%, while the cohort graduation rate for Foster Youth was 100%. The district plans to continue the supports provided to support positive outcomes for Foster Youth.	
2.8	**Action:** Transportation to School **Need:** Chronic absenteeism rate for socioeconomically disadvantaged students is 32% **Scope:** LEA-wide	The district provides transportation for students because attendance is critical to student engagement, and with the geographic spread of the school district and transportation to school being a potential barrier for students, it is important for the school district to provide home/school transportation, as well as transportation for athletics programs.	Chronic absenteeism rate
2.9	**Action:** Inclusive Practices **Need:** Students who are English Learners have a performance level of Red on the ELA and Math Academic Indicator **Scope:** LEA-wide	Inclusive practices support all students, but especially students who are low income, English Learners and foster/homeless students. Research has shown that inclusive practices have high positive impacts on students in Special Education, in their perceived social inclusion, emotional inclusion, and academic self-concept (Alnahdi, 2022). Students who are included have better academic performance than students who are segregated in special education classrooms. Students who are English learners and in Special Education (dually identified) have an even greater impact when they are not offered an inclusive setting.	ELA and Math Academic Indicator; State target for the average amount of time students receive their special education or related services in settings apart from their peers in general education settings; State target for the percent of students with IEPs receiving services in the regular early childhood program
2.10	**Action:** Support for new and beginning teachers **Need:**	Student achievement is impacted by high numbers of new and inexperienced teachers, as shown in our Education Equity data. Some schools have very high numbers of new teachers, and those	ELA and Math Academic Indicator; Percent of inexperienced, fully credentialed teachers who

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students performance level of Orange on the ELA and Math Academic Indicator **Scope:** LEA-wide	tend to be schools with high numbers of unduplicated students, such as Dingle, Woodland Prairie and Whitehead Elementary schools. Students will benefit from teachers who receive support, especially if they are new and inexperienced teachers.	return to teach in the district

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Standards- based Instruction **Need:** Academic Achievement **Scope:** Limited to Unduplicated Student Group(s)	There is a significant achievement gap between English Learners and all students. According to the California School Dashboard for 2023, English Learners scored an average of 124.3 points below standard, compared to all students, which were 34.3 points below standard in English Language Arts. In Math, English Learners scored 141.6 points below standard, while all students scored 75.1 points below standard. We also observe that on the English Learner Progress Indicator (ELPI), 45.4% of English Learners are making progress towards English language proficiency, a performance level of Low. Digging further into the data, we see that there are 20.4% of English Learners who decreased at least one ELPI level, which means that these students are moving in the opposite direction. These data indicate that there is a need for specialized support and attention for this group of students, so we provide all of the actions in Goal 3 specifically to support the	Reclassification rate for English learners; Performance level on ELA and Math Academic Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		academic achievement and English proficiency of English Learners. In this action, we provide training for teachers and staff on integrated and designated English Language Development (ELD), and on language and learning disabilities for EL students.	
3.2	**Action:** Long Term English Learners **Need:** English Learners have a performance level of Red on the ELA and Math Academic Indicators. **Scope:** Limited to Unduplicated Student Group(s)	The percentage of Long Term English Learners increased over the years in the previous LCAP. This action will focus specifically on the needs of LTELs, by providing professional development that addresses the barriers identified in the Systemic Equity Review. Teachers will be supported to understand how the various typologies of LTELs can impact a student's outcomes and trajectory, and how the individual LTEL profile should inform how instruction is planned for each student.	Number of Long Term English Learners (middle and high school only); Reclassification rate for LTELs
3.3	**Action:** Systems of Support **Need:** English learners have a performance level of Red on the ELA and Math Academic Indicators **Scope:** Limited to Unduplicated Student Group(s)	In this action, and due to the academic achievement needs of English learners, we provide training to support the language and academic needs of the various English Learner profiles, and in support for teachers from the English Learner Specialist on grouping and meeting student needs by proficiency level. We also provide English Learner Specialists, English Learner Teacher on Special Assignment, paraprofessionals and/or tutors for newcomer support, and additional sections at the secondary level for class size reduction in English Language Development classes.	English Learner performance level on ELA and Math Academic Indicator
3.4	**Action:** Family Engagement **Need:**	The district has identified parent engagement has a strategy to improve student achievement, since parent education level has been shown to have a strong correlation with educational outcomes for	Number of opportunities for parent learning provided by Community and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners have a performance level of Red on the ELA and Math Academic Indicators and the Graduation Rate Indicator; level of Very Low on College/Career Indicator **Scope:** 　Limited to Unduplicated Student Group(s)	students. In this action, the district is ensuring that families have access to information in both English and Spanish, and that teachers and staff have training in culturally responsive family engagement.	and developed to address the needs of unduplicated students; Academic Indicator; Graduation Rate Indicator; College/Career Indicator
3.5	**Action:** English Language Development **Need:** Academic Achievement **Scope:** 　Limited to Unduplicated Student Group(s)	An action within Goal 3 that is designed to address the English Learner achievement gap is Action 5: English Language Development, which the district has identified as a focus area and improvement strategy. Ensuring that all students who are English Learners receive both designated and integrated English Language Development is outlined in this action and is essential for students developing their language skills. Students who are English Learners must be provided with a rigorous, intellectually-rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation. Access to the full curriculum is provided in addition to designated English Language Development.	Performance level on the English Learner Progress Indicator

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.

In Action 3.5: Our methodology for including the planned percentage of 2.5% for this action: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE, and at secondary, use the actual FTE for the number of ELD sections that the teacher has.

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.

Additional concentration grant funding will be provided to all schools with an unduplicated count of greater than 55%. This funding is targeted for all schools except Spring Lake, which has a student concentration of less than 55%. These additional funds will be used to provide staff support to increase direct services to students, including intervention support, counseling, attendance support staff, and family engagement specialists. In Goal 2, Action 2.4, Student Academic and Social Emotional Needs, provides tiered structures and systems of support for students, and Action 2.5, Attendance and Engagement, provides attendance staff support. In Goal 3, Action 3.4, Family Engagement, provides Community and Family Engagement Specialists to support home/school communication.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	34:1	31:1
Staff-to-student ratio of certificated staff providing direct services to students	16:1	16:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	97,511,438	28,155,353	28.874%	0.000%	28.874%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,805,028.00	$6,011,123.00	$0.00	$2,378,364.00	$41,194,515.00	$24,012,117.00	$17,182,398.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Graduate Profile Implementation	All	No			All Schools		$19,400.00	$1,800.00	$21,200.00				$21,200.00	
1	1.2	Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,636,787.00	$3,180,435.00	$3,649,903.00	$1,740,670.00		$426,649.00	$5,817,222.00	
1	1.3	Family Support and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,317,220.00	$179,700.00	$1,496,920.00				$1,496,920.00	
1	1.4	Strengthen Biliteracy Programs	English Learners	Yes	School wide	English Learners	Specific Schools: Beamer Elementary, Dingle Elementary, Woodland Prairie Elementary									6.5%
1	1.5	Career Readiness for Cache Creek High students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cache Creek High School		$19,000.00	$182,000.00		$201,000.00			$201,000.00	
1	1.6	Expand VAPA programs	All	No			All Schools		$1,335,372.00	$0.00	$1,335,372.00				$1,335,372.00	
2	2.1	Base Program, Materials, and Facilities	All	No			All Schools		$2,832,158.00	$4,001,071.00	$5,863,886.00	$790,248.00		$179,095.00	$6,833,229.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,290,378.00	$267,849.00	$2,305,585.00	$204,993.00		$47,649.00	$2,558,227.00	
2	2.3	Data Analysis and Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$753,739.00	$2,398,043.00	$2,183,785.00			$967,997.00	$3,151,782.00	
2	2.4	Student Academic and Social Emotional Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,925,323.00	$719,700.00	$4,797,876.00	$2,831,447.00		$15,700.00	$7,645,023.00	
2	2.5	Attendance and Engagement	All	No			All Schools		$458,143.00	$98,000.00	$547,736.00			$8,407.00	$556,143.00	
2	2.6	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,823,578.00	$137,800.00	$1,683,992.00	$205,166.00		$72,220.00	$1,961,378.00	
2	2.7	Foster/ Homeless Student Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$152,246.00	$23,026.00	$65,000.00			$110,272.00	$175,272.00	
2	2.8	Transportation to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$4,713,474.00	$4,713,474.00				$4,713,474.00	
2	2.9	Inclusive Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,000.00	$8,000.00	$12,000.00				$12,000.00	
2	2.10	Support for new and beginning teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$234,736.00	$135,000.00	$136,000.00			$233,736.00	$369,736.00	
3	3.1	Standards- based Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$121,200.00	$59,000.00	$160,200.00			$20,000.00	$180,200.00	
3	3.2	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$28,000.00	$102,200.00	$90,200.00			$40,000.00	$130,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.3	Systems of Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$2,619,710.00	$6,500.00	$2,401,571.00			$224,639.00	$2,626,210.00	
3	3.4	Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$19,500.00	$42,000.00	$29,500.00			$32,000.00	$61,500.00	
3	3.5	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools									2.5
4	4.1	Empowering Youth Voice	All	No			All Schools		$30,000.00	$183,000.00	$213,000.00				$213,000.00	
4	4.2	Youth Leadership	All	No			All Schools		$118,519.00	$538,800.00	$619,720.00	$37,599.00			$657,319.00	
4	4.3	Community Support Structures	All	No			All Schools		$199,708.00	$35,000.00	$234,708.00				$234,708.00	
4	4.4	Professional Development and Training	All	No			All Schools		$73,400.00	$170,000.00	$243,400.00				$243,400.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
97,511,438	28,155,353	28.874%	0.000%	28.874%	$23,726,006.00	9.000%	33.332 %	**Total:**	$23,726,006.00
								LEA-wide Total:	$21,044,535.00
								Limited Total:	$2,681,471.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,649,903.00	
1	1.3	Family Support and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,496,920.00	
1	1.4	Strengthen Biliteracy Programs	Yes	Schoolwide	English Learners	Specific Schools: Beamer Elementary, Dingle Elementary, Woodland Prairie Elementary		6.5%
1	1.5	Career Readiness for Cache Creek High students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cache Creek High School		
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,305,585.00	
2	2.3	Data Analysis and Review	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,183,785.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Student Academic and Social Emotional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,797,876.00	
2	2.6	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,683,992.00	
2	2.7	Foster/ Homeless Student Support	Yes	LEA-wide	Foster Youth	All Schools	$65,000.00	
2	2.8	Transportation to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,713,474.00	
2	2.9	Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.10	Support for new and beginning teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,000.00	
3	3.1	Standards- based Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$160,200.00	
3	3.2	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$90,200.00	
3	3.3	Systems of Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,401,571.00	
3	3.4	Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,500.00	
3	3.5	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		2.5

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$49,339,267.00	$37,528,398.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Graduate Profile Implementation	No	$68,800.00	$21,144.37
1	1.2	Course of Study	Yes	$6,999,423.00	$5,223,013.79
1	1.3	Family Support and Communication	Yes	$481,500.00	$437,342.29
1	1.4	Strengthen Biliteracy Programs	Yes		
2	2.1	Base Program, Materials, and Facilities	No	$13,387,187.00	$12,582,504.95
2	2.2	Professional Development	Yes	$3,008,823.00	$2,463,177.74
2	2.3	Data Analysis and Review	Yes	$3,093,972.00	$2,642,254.02
2	2.4	Student Academic and Social Emotional Needs	Yes	$7,280,722.00	$6,937,273.15
2	2.5	Attendance and Engagement	No	$527,588.00	$425,845.80
2	2.6	Early Literacy	Yes	$3,944,086.00	$1,862,078.77
2	2.7	Foster/Homeless Student Support	Yes	$209,418.00	$5,450.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Universal Transitional Kindergarten Expansion	No	$480,000.00	$147,355.99
2	2.9	Transportation to School	Yes	$4,738,474.00	
3	3.1	Standards-based Instruction	Yes	$240,100.00	$96,403.25
3	3.2	English Learner Profiles	Yes	$142,200.00	$0.00
3	3.3	Systems of Support	Yes	$2,552,502.00	$3,179,543.05
3	3.4	Family Engagement	Yes	$1,005,272.00	$918,850.79
3	3.5	English Language Development	Yes		
4	4.1	Community Partnerships	No	$595,000.00	$231,406.09
4	4.2	Professional Development	No	$185,000.00	$0.00
4	4.3	Development of Youth Plan	No	$399,200.00	$354,754.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$27,899,652	$22,711,286.00	$19,730,051.84	$2,981,234.16	8.800%	9.000%	0.200%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Course of Study	Yes	$3,885,684.00	$3,264,659.00		
1	1.3	Family Support and Communication	Yes	$481,500.00	$437,342.29		
1	1.4	Strengthen Biliteracy Programs	Yes			6.4%	6.49%
2	2.2	Professional Development	Yes	$2,746,500.00	$1,541,764.96		
2	2.3	Data Analysis and Review	Yes	$1,867,743.00	$1,422,825.02		
2	2.4	Student Academic and Social Emotional Needs	Yes	$4,457,739.00	$4,058,715.04		
2	2.6	Early Literacy	Yes	$1,113,424.00	$827,114.58		
2	2.7	Foster/Homeless Student Support	Yes	$80,000.00	$950.00		
2	2.9	Transportation to School	Yes	$4,738,474.00	$4,738,474.00		
3	3.1	Standards-based Instruction	Yes	$220,100.00	$96,403.25		
3	3.2	English Learner Profiles	Yes	$102,200.00	$0.00		
3	3.3	Systems of Support	Yes	$2,064,650.00	$2,443,496.29		
3	3.4	Family Engagement	Yes	$953,272.00	$898,307.41		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	English Language Development	Yes			2.4%	2.51%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$95,021,671	$27,899,652	0.00	29.361%	$19,730,051.84	9.000%	29.764%	$0.00	0.000%

Local Control and Accountability Plan 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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  - 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:

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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:

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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