



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westwood Unified School District

CDS Code: 18-64204

School Year: 2022-23

LEA contact information:

Dr. Samia Merza

Superintendent

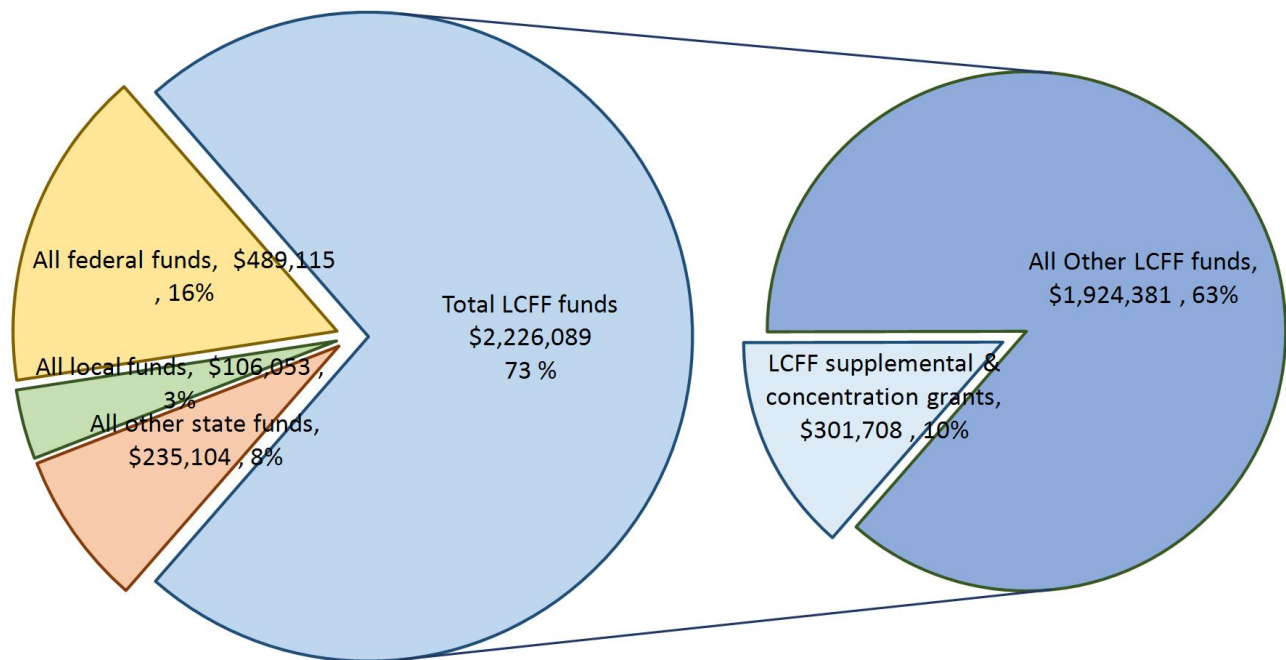
[smerza@westwoodusd.org](mailto:smerza@westwoodusd.org)

(530) 256-2311

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

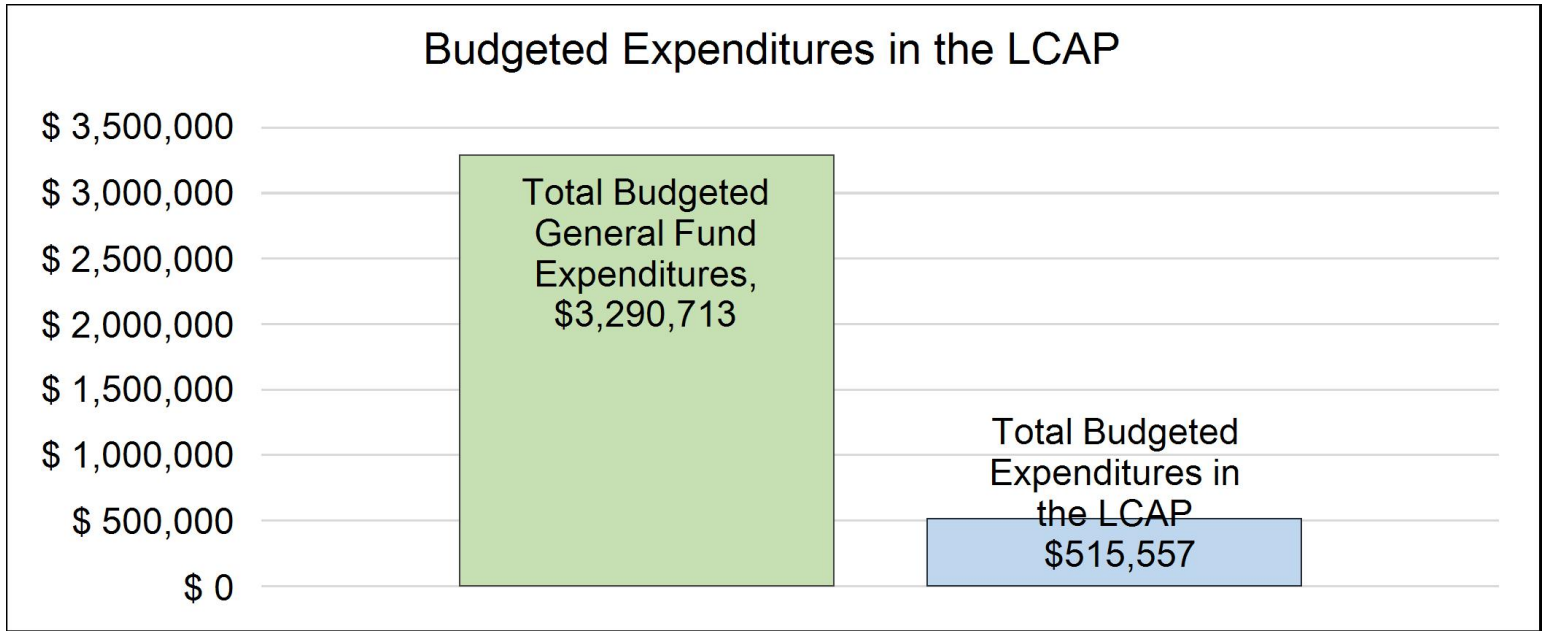


This chart shows the total general purpose revenue Westwood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westwood Unified School District is \$3,056,361, of which \$2,226,089 is Local Control Funding Formula (LCFF), \$235,104 is other state funds, \$106,053 is local funds, and \$489,115 is federal funds. Of the \$2,226,089 in LCFF Funds, \$301,708 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Westwood Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Westwood Unified School District plans to spend \$3,290,713 for the 2022-23 school year. Of that amount, \$515,557 is tied to actions/services in the LCAP and \$2,775,156 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The most significant general fund expenditures not included in the LCAP are primarily related to:

1. Salaries of Certificated Staff - \$846,829
2. Salaries of Classified Staff - \$288,908
3. Employee Benefits - \$857,030
4. Books and Supplies - \$242,704
5. Services and Operating Expenditures - \$427,435
6. Capital Outlay - \$6,492
7. Debt Services - \$73,488
8. Indirect Costs - \$8,378
9. Other Outgo - \$40,648

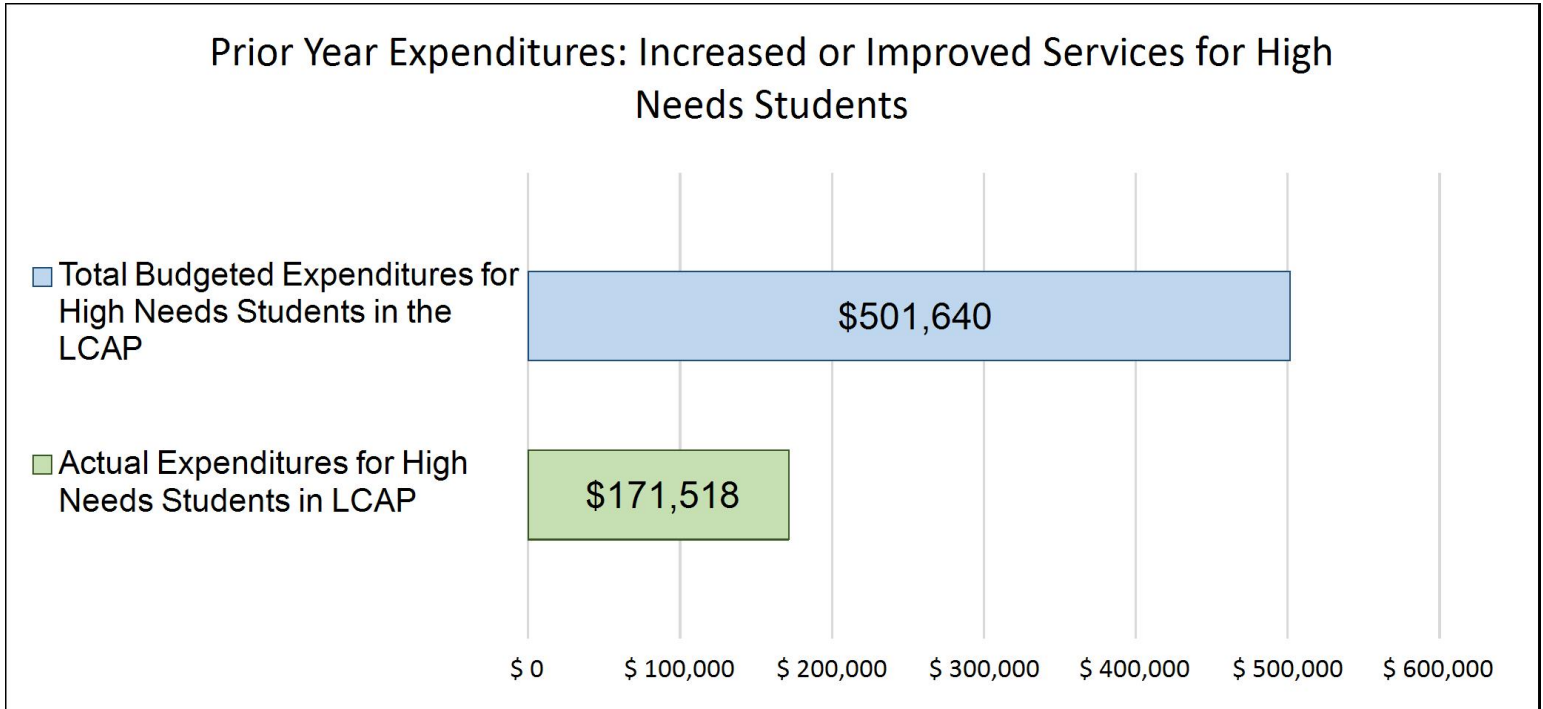
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Westwood Unified School District is projecting it will receive \$301,708 based on the enrollment of foster youth, English learner, and low-income students. Westwood Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Westwood Unified School District plans to spend \$169,260 towards meeting this requirement, as described in the LCAP.

Not all Supplemental and Concentration funds have been allocated to expenditures for improving services for students identified as High Needs Students. It is the Goal of Westwood Unified to spend every dollar it receives on the needs of not only our High Needs Students but all of our students. Each dollar spent has a significant impact on the education of our students. WUSD is committed to expanding programs at all levels which includes increasing services. Providing a healthy, warm and safe environment for our students fosters a positive learning environment where Westwood Unified teachers are committed to providing supplemental support to our students. Through this additional support we hope to demonstrate progress towards meeting the benchmark goals we have set for all students.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Westwood Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Westwood Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Westwood Unified School District's LCAP budgeted \$501,640 for planned actions to increase or improve services for high needs students. Westwood Unified School District actually spent \$171,518 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-330,122 had the following impact on Westwood Unified School District's ability to increase or improve services for high needs students:

In the 2021/22 LCFF Budget Overview for Parents The total budgeted expenses for high needs students was \$501,640. This amount included the total funding for those high needs students including Federal, Other State and Local funds, not just LCFF funding. After new directions regarding contributing factors the amount listed above includes only LCFF dollars. This amount is correct based on the new guidance received. Even with the adjustments our actual expenditures fall short of the goal. Due to the large amounts of extra Federal and other State funding received we were able to meet/provide all the improved services. In the future the District will need to increase it's LCFF spending for those High Need Students identified.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Westwood Unified School District	Dr. Samia Merza Superintendent/Principal	smerza@westwoodusd.org 530-256-2311

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Westwood Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Westwood Unified School District will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities include: virtual feedback sessions for parents, teachers, staff, administration, and the public for the Local Control and Accountability Plan 2021-22, as well as the engagement opportunities around the ESSER III and ELO Grant.

Upcoming engagement opportunities for these funds include: During the first half of 2022, we plan to implement an additional survey of our educational partners to capture feedback regarding how best to prioritize funds to best meet the academic, social emotional, and safety needs of our campus. The survey is designed to identify both overall trends in the community as well as break down feedback collected by the following educational partners: parents, teachers, other staff, and administration. In addition, we will continue to host parent meetings, school site council, and LCAP meetings in effort to optimize for opportunities for different educational partners to inform and refine the way we prioritize funding.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Westwood Unified School District has 2 schools within the district (Westwood Jr. Sr. High School and Fletcher Walker Elementary School). Both schools have an enrollment of unduplicated student groups great than 55%. Combined 61% of our students qualify as economically disadvantaged, English Learners, and/or foster youth or homeless. We have five on-call substitute teachers that allows us use the concentration grant funds to provide direct services to students through instruction and supervision. The Board voted and approved to increase the substitute daily wage and offered mileage. Prioritizing a team of mission aligned substitutes allowed us to increase the consistency of coverage for both teacher vacancies and daily classroom coverage, and provide direct services to students. The on-call substitutes have allowed us to remain open during an extended period of teacher storages. The district also hired a part-time intervention aide, a support interventionist and increased instruction aide's daily hours to directly support instruction and the social-emotional wellness of students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Westwood Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Westwood Unified School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and ESSER III Expenditure Plan.

The following links and page numbers indicate how and when Westwood Unified School District engaged its education partners in the use of funds received to support recovery for the COVID-19 Pandemic.

- ESSER III Expenditure Plan <http://www.westwoodusd.org/documents/COVID/ARP/2021-ESSER-III-Expenditure-PLAN-pdf.pdf> (p. 4-5)
- Local Control and Accountability Plan  
<http://www.westwoodusd.org/documents/About%20WUSD/LOCAL%20CONTROL%20AND%20ACCOUNTABILITY%20PLAN/2021%20Westwood-LCAP-final.pdf> (p. 4-5)
- Expanded Learning Opportunities Grant Plan  
[http://www.westwoodusd.org/documents/About%20WUSD/LOCAL%20CONTROL%20AND%20ACCOUNTABILITY%20PLAN/2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan.pdf](http://www.westwoodusd.org/documents/About%20WUSD/LOCAL%20CONTROL%20AND%20ACCOUNTABILITY%20PLAN/2021_Expanded_Learning_Opportunities_Grant_Plan.pdf) (p. 4-5)
- Learning Continuity and Attendance Plan  
<http://www.westwoodusd.org/documents/About%20WUSD/LOCAL%20CONTROL%20AND%20ACCOUNTABILITY%20PLAN/20-21%20LCFF%20and%20Learning%20Continuity%20and%20Attendance%20Plan.pdf> (p. 4-5)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Westwood Unified School District to ensure the health and safety of students, educators, and other staff, as well as to ensure the continuity of services, as required by the American Rescue Plan (ARP) Action of 2021.

Listed below are the successes and challenges we have experienced based on the implementation of our ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan.

Health and safety of students, educators, and other staff

Successes: Westwood Unified School District continues to benefit from the expertise provided by the county nurse and the on-site nurse. The implementation of weekly surveillance testing of all unvaccinated staff and student athletes has helped maintain a health and safe learning environment for both students and staff. Additionally, utilizing County Health Department guidelines for quarantining of students and staff who test positive or show symptoms has allowed us to avoid multiple outbreaks.



Challenges: Westwood Unified School District continues to work with the County Health Department to review ever evolving practices and guidelines. Making sure we continue to monitor and update changes to the guidelines has proven to be challenging. In addition, helping to educate and inform the school community of the updates and new requirements has been challenging. Lastly, the evolving group of staff who were out sick or quarantining made it difficult to maintain the level of continuity needed for optimal classroom learning.

#### Continuity of services

Successes: Westwood Unified School District continues to offer students with a broad range of courses, interventions, and extracurricular programs during ongoing teacher shortages. The implementation of our new support interventionist for students has maximized our student's social-emotional wellness.

Challenges: Westwood Unified School District is seeing the impact of the national teacher shortages. As such, we have stated the school year with two vacant classroom positions, which have been covered by a credentialed teacher and retired credentialed teacher. In addition, the beginning of semester two was impacted greatly by many staff and students needing to quarantine due to the surge in COVID-19 rates related to the Omicron variant.

#### Implementation of the ESSER III Expenditure Plan

Successes: The programs and resources prioritized by our community partners continue to provide invaluable as we continue to support the health, Academic, and social-emotional needs of our students.

Challenges: We have experienced mixed results acquiring additional certificated and classified staff members as a couple of our vacancies remain unfilled. Because of our isolated location we experienced incomplete COVID-19 PRC test results on more than one occasion due to expiration in transit. That problem was eradicate by changing testing providers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Westwood Unified School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcome. All additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs.

Westwood Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity Services Plan by continuing to optimize for safety, academic rigor, and social-emotional wellness. The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP Goal 1, which focuses on maintaining and providing all students with a broad course of study and aligned instructional materials and updated facilities.

The Westwood Unified School District used it fiscal resources to implement the requirements of the ESSER III Expenditure Plan by providing targeted supports for struggling learners and students experiencing social-emotional or mental/physical challenges by hiring additional resources, adding additional hours for the instructional aides, and hiring a part-time support interventionist. Fiscal resources were used to implement a COVID-19 response team that monitors weekly surveillance testing of all staff and monitor the increased complexities of student movement, gathering and management on school campus. The implementation of the additional funds received in the 2021-2022 school year

are specifically aligned to the LCAP Goal 1, which focuses on maintaining and providing all students with a broad course of study, aligned instructional materials and updated facilities. Goal 2 which focuses on providing students with a rigorous and challenging education, instructional assistance. And Goal 3 which focuses on a safe environment conducive to learning.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

*intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## Local Control 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
Westwood Unified School District	Dr. Samia Merza Superintendent	smerza@westwoodusd.org (530) 256-2311

## Plan Summary [2022-23]

## General Information

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

Westwood Unified School District is a combined school TK-12 (TK-6 & 7-12) rural school district currently serving 189 students in Westwood, California in Lassen County. 69.4% of Westwood students are classified as socio-economically disadvantaged based upon free and reduced meal data, 1.6% are classified English learners based upon the home language survey information, 1.6% of Westwood students are foster youth, 4.4% are homeless, and 8.7% receive special education services. The district teaching team is comprised of thirteen classroom teachers and one of the thirteen has a special education teaching credential and she will be doing all our assessments until we hire one. Five paraprofessionals provide support to students under the guidance of the general education and special education teachers. Our amazing, classified team of five keep the school office, nutrition program and facilities operating smoothly. The superintendent/principal oversees the entire program to ensure fiscal, educational, and operational systems are aligned with public school regulations and requirements and that the mission and vision of the district are upheld.

The Westwood School cafeteria currently serves daily breakfast and lunch (grab n go format) meals. Additional academic tutoring, mentoring, and counseling services are available through the Lassen County Foster Youth Coordinator. Each homeless student receives personalized support to enable them to fully participate in the eligible programs. The district works collaboratively with our local preschool programs to transition students into our TK/K program. We hold a coordinated Kindergarten round-up working with local support agencies and the school nurse to provide parents with information about kindergarten opportunities and expectations, community resources and required immunizations.

The ongoing success of Westwood students extends beyond our K-12 program. Westwood Schools work collaboratively with Lassen Community College to transition our 12 grade students to college. LCC staff visit our campus to guide our students and parents through the enrollment process.

Westwood Unified School District has three sports seasons through the CIF Northern Athletic League. In the fall student athletes compete in football and girls' volleyball. Winter brings basketball competitions for both the boys' and girls' teams. Spring athletes engage in baseball and softball (when numbers allow) and golf. Coaches are teachers, parents, and community members. Quarterly academic awards assemblies honor students who are on the Superintendent's Honor Roll, Principal's Honor Roll, academic growth, and perfect attendance.

Westwood students engage in learning outside the classroom with annual field studies. Our students actively participate in the various student events hosted by the Lassen County Office of Education.

Westwood Unified School District is fortunate to have a very strong Parent Teacher Student Organization (PTSA). PTSA plans fundraiser, community events, support students and classrooms with supplies, and contribute to the school in a myriad of other ways.

The district works with all stakeholders to develop and implement our family engagement programs and share this with parents and families through our annual notifications, social media, digital marquee, website postings, calls home, and weekly student announcements.

Westwood Unified School District provides adult education learning activities for those interested within the community through evening courses. The Westwood campus serves as a community hub for hosting a variety of community events. Westwood Unified School District faculty, staff, administration, Board of Trustees, families, and the community are committed to engaging students at Westwood Schools with high quality learning to prepare them for college and career success.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Westwood Unified School District (WUSD) had started the path to recovery from the impact of COVID and the Dixie Fire closure. However, the impacts have left a large imprint on our parents, students, staff, and community. A lot of our community members lost their home and were displaced for lengthy period of time. This impacted their employment, financial stability, and mental/physical health. Our teachers, students, and families showed their resilience by diligently working hard to create some normalcy and continued forward movement to heal and rise.

Then our high school math teacher resigned, and our school was under WASC review all at once. The previous superintendent/principal during this time had checked out especially once he had announced his retirement. Our teachers and students quickly stepped up to ensure that our students learning was not completely interrupted. One of our teachers offered to teach our high school students' math while still teaching their full schedule of classes, as well. Another one of our teachers was forced to take the lead on the WASC. A committee was put together, schedules were changed, PLCs/PDs were added to satisfy the WASC requirements. Once all the data was compiled a self-study was composed. The self-study highlighted our district's weaknesses and strengthened all at the same time. The WASC committee was able to see through our deficiencies to understand and empathize with what our amazing town, teachers/staff, students/parents, and community had gone through with COVID and the Dixie Fire. After the WASC committee observed several of our hard-working teachers, interacted with our students and community members came to commend our positive spirits and the forward movements were making toward academic success especially in reading and math and granted us a six-year certification.

Westwood Schools experienced only a slight decrease of academic assessment scores following the March 2020 initial closure of schools, as reflected by the Iready test scored comparison from Winter 2020 to Fall 2020. Multi-year trends reflect slight improvements in Math scores from 2018 to 2021, while ELA scores have held constant. WUSD utilizes data from Iready academic assessment for summative and formative academic progress data to identify students in need of intervention. Targeted support is given to struggling students. In addition to professional development for high quality classroom instruction, teachers and staff engaged in professional learning committee on various technology platforms for distance learning. WUSD contracted with Lassen County Probation to combat chronic absenteeism. The district ramped up efforts in sanitizing at the school site, conducting wellness checks, modifying schedules, maximizing social distancing, installing no-touch water refilling stations and hand washing stations, provided 1:1 Chromebooks with chargers, cases, mouses, headphones, and hotspots for our teachers, students, and families. WUSD decreased chronic absenteeism by 1.3% and moved from red to orange on the performance indicator. WUSD maintained its intervention with ELA/ELD materials to support student progress in Reading and Language Development.

WUSD purchased History/Social Science/Science curriculums for adoption in the coming year. Previous listed numerous initiatives that were in name only. We re-examined and disaggregated our CASSPP 2021-2022 data to construct measurable initiatives to improve student achievement through using best practices to inform and improve classroom instruction.

Parent and student engagement is another area of focus to decrease chronic absenteeism and suspensions and improve academic learning. Under new administration, we will set concrete protocols such regularly scheduled Student Study Team (SST) w to address academic, attendance and behavioral concerns from the onset. Also, we will have true Professional Learning Community (PLC) meetings. An effective PLC reviews student data, sets learning goals, reflects on teaching practice, explores resources to learn about new practices, and plans how to apply new learning. Through weekly PLC's, careful data analysis and collaboration, Westwood will develop a system of targeted intervention, with a focus on essential standards and best instructional practices. Included in the plan is an emphasis on maintaining our student accessibility to technology and educational online programs to help with remediation, enrichment, and ongoing efforts to increase student achievement.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The end of the 2021-22 school year with onboarding of new administration illuminated many financial challenges, nonexistent systems/protocols, and zero leadership.

Westwood USD has identified areas needing to be addressed that include increasing proficiency of students in English Language Arts (ELA) and Mathematics. According to CAASPP academic achievement in ELA overall students scored 38.71% met or exceeded, in Mathematics overall scored 13.19 % met or exceeded, and in science overall scored 28.72% met or exceeded. Westwood initiative to address this area include implementation of during, beforehand after school research-based interventions specifically in reading and math.

While the Westwood Unified School District decreased its chronic absenteeism by 1.3%, we remain in the orange tier. Initiatives to address this area of concern include contracting with Lassen County Probation for truancy support, meeting with parents to address areas of concern and supports, creating engaging curriculum, best practices instructions, and providing incentives for students to love attending school regularly. Students and families need to know that they have our total support, and that Westwood has a culture of all students matter from day one.

Westwood USD has also seen a slight increase in suspension rate (yellow to red). Westwood Schools suspension rate overall increased slightly 0.7 points. To address the increased suspension rate, Westwood USD will establish discipline matrix that promotes positive behaviors through consistent, fair, and clear consequences with intrinsic and extrinsic rewards.



# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: WUSD will provide all students with a rigorous and challenging education, instructional assistance, and the tools necessary for the college and career readiness. Westwood USD is deliberate in providing the best opportunities to raise student academic achievement, student engagement and fully preparing students for college and career.

Westwood USD will: (1) provide professional development to teachers and staff on the California State Standards and strategies to promote effective learning; (2) utilize IXL summative assessments throughout the school year and formative assessments every nine weeks to measure student academic progress and utilize data to address student academic needs; (3) maintain the Tech Aide position to support students and staff; (4) hold effective PLCs and PDs meetings to improve and inform classroom instructions by reviewing data and plan for vertical/horizontal alignment with a priority on improving students reading and math scores; (5) hold regular SST meetings to address the needs of our struggling students in real-time; (6) Plan events to inform students and parents of their academic progress (college and career).

Increased Rigor and Success in College Level Courses -

Once a month, classroom teachers will be guiding and supporting students interested in taking college-level courses in their advisory class, which lead to an increase in the number of students successfully participating in more rigorous coursework.

College and Career Readiness –

All students, and all means all, will be placed in A-G classes. This will increase the number of students who will have the opportunity to enroll in college courses.

WUSD has identified math, English Language Arts, and college and career readiness as areas that need improvement based on the Dashboard, local data, and educational partner input. WUSD will establish effective measure to progress towards proficiency.

Proficiency in Mathematics -

WUSD will review the IXL math data, district curriculum, classroom instructions, and intervention/enrichment components to scientifically determine how to accurately in address the needs of our struggling students.

Proficiency in English Language Arts -

Based on the ELA CAASPP results from 2021, WUSD will review and disaggregate the data to accurately address the needs of our struggling students.

Ongoing, informal, and formal assessments in both math and ELA will be established and reviewed in our PLCs and PDs to respond in real-time to our students needs to get them to proficiency in math and ELA.

## College and Career Readiness -

WUSD will work diligently to ensure ALL students are college and career ready by the time they graduate. In addition, WUSD will identify students who needed extra support to reach an on- time graduation by utilizing SSTs, PLCs, PDs, and Staff meetings to ensure that our students meet the criteria on the CCI.

Steps to Address the Achievement Gap for these areas:

- Strategic, Coordinated Efforts - During the Fall, Winter, Spring, and Summer of 2022-2023, school leadership will continue planning, defining roles and responsibilities, as well as outlining implementation and actions.
- Professional Development - Staff will participate in ongoing, relevant professional development in response to the identified needs.
- Responding to Assessment Data - Staff will be able to review assessment data and use time for collaboration in best practices for responding to the data more effectively.
- Focused, Engaging Instruction with Ongoing Monitoring - Staff will provide both increased and improved instruction to meet the academic needs of all students with a focus on unduplicated students (Unduplicated students include students who are socioeconomically disadvantaged/low-income, English Learners, and foster and homeless youth.)

## 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.

Fletcher Walker Elementary 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.

Fletcher Walker Elementary School received support from Lassen County of Education in providing an initial needs assessment receiving feedback from teachers and administration. With feedback from Westwood leadership and staff and Fletcher Walker Site Council, Lassen Count of Education, Westwood USD School Board elected to improve facilities and improve programs.

The data utilized in the needs assessment included survey results, CAASPP, ELPAC and Iready data in both language arts, mathematics, chronic absenteeism, and decreasing the suspension rate. The plan included a revised schoolwide MTSS plan. WUSD contracted with Lassen County Probation for the 2020-21 school year to provide more support to the school and families to address the concerns with chronic absenteeism. WUSD also contracted counseling services one day per week for in-school services. In addition, Westwood purchased outdoor play equipment to promote student engagement, health and wholeness to increase school attendance and to increase positive school culture/climate.

Through the needs assessment and discussions with parents and staff a list of priorities was created. These include: (1) providing regular instructional observation and coaching feedback for all teaching staff to improve teaching practices, classroom management strategies and student engagement; (2) Improving communication with all stakeholders in regards to student discipline expectations, interventions and parental engagement; (3) lack of resources such as internet and technology availability of our low-socioeconomic students; and (4) time for collegial collaboration, data analysis, planning and professional development for staff.

New Leadership will develop an improved systems of communication with all stakeholders to address students' behaviors, interventions, and communication through consistency and accountability. Additional WUSD will create opportunities for parents and staff to learn how to use Schoolwise to look up students' grades, attendance, and behavior informational. WUSD will also use Facebook to regularly communicate with all stakeholders to inform them about all school events from award assemblies, adult school, parent classes, and accolades. Monthly collaboration time has been calendared for all staff meeting and weekly PLC/PD to provide more opportunities for collegial collaboration, data analysis, planning and professional development for staff to improve classroom instructions and student/parent/community engagement.

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

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

Westwood schools are utilizing data sources in both language arts and mathematics including: CAASPP, ELPAC, and IXL. We will continue to utilize the Healthy Kids Survey data, SIS (Schoolwise) attendance and behavioral data to monitor and evaluate ongoing progress monitoring areas of Chronic Absenteeism and suspension rate. Teachers will be holding bi-weekly PLC's, all staff bi-weekly professional development meetings, school site council (6 meetings per year), and monthly staff meetings. WUSD new administration will ensure that accurate, consistent, and timely implementation and evaluation is performed on students' progress and teacher/staff professional development. New administration will monitor the implementation and effectiveness of the plan throughout the year as well as engaging the stakeholders in real-time.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

WUSD recognizes the importance of involving parents and other educational partners in a student's education, school programs, and school community as it greatly contributes to student achievement and the overall success of the school. Thus, WUSD is committed to involving its educational partners in the input and development of the school's LCAP and programs. Efforts to seek input from both current and future educational partners will begin under the new administration.

The following will take effect starting 2022-2023:

Keeping Our Educational Partners Informed:

- First Interim Report with information regarding general school/budget progress, LCAP goals and distance learning.
- Ongoing Quarterly Updates: Updates were provided on the school's general progress towards LCAP goals at each board meeting, as well as at staff meetings, School Site Council and the Parent Teachers Student Advisory Committee (PTSA)

Seeking Educational Partners' Input:

- Educational Partner Input Surveys coming soon: Surveys will be sent to all students in grades 3-12, all parents/guardians, and each staff member during late February and early March...
- Parent Input Meetings - February/March: A variety of meetings will be held to seek input from our parents/guardians. General parent input meetings. The School Site Council.
- Staff Input Meetings - March: Time will be designated per quarter to seek input from staff.
- Student Input Meetings - March: Student input meetings were held early March gather input from WUSD' students.
- Special Education Input - March: A meeting for parents of students with disabilities will be held on early March. School administrator will meet with the Special Education Local Plan Area (SELPA) liaison early March.
- School Leadership Team Input - February: The School Leadership Team meets regularly to review both data and stakeholders input and identify areas of focus that address both. A Leadership input meeting will be held early February 2023.
- Questions Related to LCAP/LCFF: Responses to all LCAP/LCFF related questions posted on the school's website, responded to by the school's Superintendent beginning in May.

Seeking Additional Feedback:

- LCAP Draft Made Public - LCAP draft will be made public to the School Site Council, staff, and general school community in May
- LCAP Draft will be presented at Public Hearing – A public hearing will be held at the regularly scheduled board meeting to present a draft of the LCAP and seek additional input in June.

A summary of the feedback provided by specific educational partners.

The previous administration did not seek any feedback. WUSD new administrations will soon be seeking feedback on the following:

Appreciation for the School's Culture.

Appreciation for the School's Staff.

A Need for Increased Focus on Mathematics.

Ongoing Commitment to Improve English/Language Arts and Writing.

Continued Emphasis on Increasing Students' College/Career Readiness.

Social Emotional Learning, Mental Health, and Executive Functioning.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Since the previous administration did not seek any feedback. We do not have any aspects of the LCAP that were influenced by specific stakeholder input. We used CASSPP data from the 2020-2021 to ascertain what will be needed to closing the achievement gap in ELA and Math.

# Goals and Actions

## Goal

Goal #	Description
1	WUSD will provide all students with a broad course of study, from appropriately assigned, fully credentialed teachers, access to standards -aligned instructional materials and clean and updated facilities.

An explanation of why the LEA has developed this goal.

Analysis of Cal Pads data identify that 83.3% of teachers are fully credentialed and analysis of Williams Fit Report shows that 89.1% of facilities in good repair. Input from stakeholders through Local Indicators Reflection Tool show ELA and NGSS at a (3) initial implementation stage. Westwood stakeholders have communicated additional supports needed in the following areas: The district initiatives that were put in place during the 2020-21 school year will remain with the addition of professional development and increased implementation. (Administration, Teachers, Staff). Additional staffing and increased hours for support staff have been included in the plan to provide additional supports within the classroom daily (parents advisory, teachers, staff, administration, parents). Of particular concern is the performance of low-income students 37% met or exceeded grade level stands in ELA as measured by Iready. Westwood Unified School District has identified areas needing to be addressed that include increased proficiency of Westwood Students in English Language Arts and Mathematics. According to CAASPP academic achievement in English Art (orange) scored overall declined -12.3 points and scored -24 points below standard. Westwood USD CAASPP academic achievement scores in Mathematics (orange) overall scored 42.6 points below standard. The following actions support and improve the breadth and quality of instruction for all students, including actions that increase and improve services for our low-income students, and will measure progress toward our goal through the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a: Williams Fit Report: Percentage of facilities in good repair	78.9	89.1			100%
Priority 1b: Williams Report Percentage of students with access	100%	100%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to stand aligned instructional materials.					
Priority 1c: CALPADS percentage of teachers fully credentialed and appropriately assigned.	83.3%	83.3%			100%
<p>Priority 2a: Local Performance Indicator Self Reflection Tool: rating on progress implementing state board adopted academic content and performance standards.</p> <p>Rubric:  1 – Exploration and Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 – Full Implementation and Sustainability</p>	<p>ELA: 3 initial implementations  Mathematics: 4 Full implementation  NGSS: 3 initial implementations  History/Social Science: 1 Exploration and Research Phase  Career Technical Education: 3 initial implementations  Health Education: 2 Beginning Development  Physical Education: 2 Beginning Development  Visual and Performing Arts: 2 Beginning Development  World Language: 2 Beginning Development</p>	<p>ELA: 3 initial implementations  Mathematics: 4 Full implementation  NGSS: 3 initial implementations  History/Social Science: 1 Exploration and Research Phase  Career Technical Education: 3 initial implementations  Health Education: 2 Beginning Development  Physical Education: 2 Beginning Development  Visual and Performing Arts: 2 Beginning Development  World Language: 2 Beginning Development</p>			<p>ELA: 4 Full Implementation  Mathematics: 4 Full Implementation  NGSS: 3 initial implementations  History/Social Science: 2 Beginning Development  Career Technical Education: 4 Full Implementation  Health Education: 3 initial implementations  Physical Education: 3 initial Implementation  Visual and Performing Arts: 3 initial implementations  World Language: 3 initial implementations</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2b: Local Performance Indicator Self-Reflection Tool: rating on EL access to CCSS and ELD standards</p> <p>Rubric:  1 – Exploration and Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 – Full Implementation and Sustainability</p>	ELD: 3 Initial Implementation	ELD: 3 Initial Implementation			ELD: 4 Full Implementation

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facilities Updates	Westwood USD will repair facilities to meet ADA compliance requirements	\$30,000.00	No
1.2	Technology	Westwood USD will maintain 1 to 1 highly functioning technology, infrastructure and hot spot access points to insure student access to California State Standards and ongoing opportunities for students and staff to utilize programs and engage in educational research.	\$33,000.00	No



Action #	Title	Description	Total Funds	Contributing
1.3	History- Social Science - NGSS Science Curriculum	Westwood USD will research, adopt and purchase a TK-12 NGSS and History/Social Science curriculum to be implemented 2022-2023 school year. This expenditure will include professional development to support teachers' successful implementation of instructional materials, including high quality ELD and differentiated instruction to meet the needs of the district's unduplicated students.	\$59,200.00	Yes
1.4	Teacher Induction Program	Westwood USD will contract with Tehama County to provide professional development for two new teachers through the Alliance for Teacher Excellence (ATE) through region 2 to insure high quality instruction for all students and credentialing requirements.		No

## Goal Analysis [2021-22]

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

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

All actions and services were not implemented with fidelity. a new partnership was initiated with the Lassen County Probation Department and having a truancy officer available to work closely with families and connect them with needed resources and services have been a positive program. The chronic absenteeism rate dropped. Our math teacher resigned after the start of the year to accept another position elsewhere. Teachers with a waiver were hired.

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.

Generally, the District assumes a variance of 10% or more to be a material difference:

Action 1.1: Repairs to the facilities were not met because previous head custodian fabricated the results and leadership accepted the report as is even though it was clear the report was wrong.

Action 1.2: All Westwood had high functioning one to one technology, infrastructure, and hot spot access points to insure their access to California State Standards. Ongoing opportunities for students and staff were not implemented with fidelity.

Action 1.3: Westwood did adopt and purchase TK-12 NGSS and History/Social Science curriculum.

Action 1.4: None of our teachers were eligible to enroll in the program through the Alliance for Teacher Excellence (ATE).

An explanation of how effective the specific actions were in making progress toward the goal.

- 1.1: The lack of actions resulted in having a new FIT report done.
- 1.2: The addition of the truancy program has allowed more students to improve their attendance in school. Although, it helped with reducing truancy, the Chronic Absenteeism rate still increased by 4%.
- 1.3 The NGSS and History/Social Science adoption and purchase will officially roll out in 2022-2023.
- 1.4: Newly hired teachers in 2021-2022 were not eligible for enrollment in best practices professional development for teaching.

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

Due to incoming new leadership, previous leadership did not monitor the goals. The front staff had to fill in for the lack of leadership. Yet, there were no changes to the Goal 1, metrics, desired outcomes or actions or metrics.

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

# Goals and Actions

## Goal

Goal #	Description
2	<p>WUSD will focus on closing the achievement gap for all students, increasing student achievement in all subject areas, and ensuring that all students are prepared for high school, college and career.</p> <p>Priority 4: Student Achievement.                      Priority 5: Student Engagement                      Priority 6: School Climate                      Priority 7: Course Access.                      Priority 8: Other Pupil Outcomes.</p>

An explanation of why the LEA has developed this goal.

Analysis of the 2020-2021 CAASPP data results and the College and Career Indicator results shows that many of our students are below the standards in ELA and Math. More concerning is that 0% of Percent of Pupils that Completed a CTE Program and earned a High School Diploma. Input received from stakeholders through the LCAP process indicates a strong need for improvement in student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4a: CAASPP ELA Percentage of students meeting or exceeding standards.	2019 CAASPP ELA 3rd 45% 4th (less than 10 students) 5th 45% 6th 56% 7th 45% 8th 62% 11th (less than 10 students)	2021 CAASPP ELA 3rd 13.33% 4th 33.33% 5th 33.33% 6th 37.50% 7th 10 students 8th 45.45% 11th 50.00%			CAASPP ELA 3rd 55% 4th 55% 5th 55% 6th 65% 7th 55% 8th 70% 11th 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4a CAASPP Math Percentage of students meeting or exceeding standards	2019 CAASPP MATH 3rd 27% 4th less than 10 students 5th less than 10 students 6th 31% 7th 45% 8th 19% 11th less than 10 students	2021 CAASPP MATH 3rd 6.67% 4th 16.67% 5th 6.67% 6th 21.43% 7th 10 students 8th 9.09% 11th 7.14%			CAASPP MATH 3rd 35% 4th 40% 5th 45% 6th 45% 7th 50% 8th 50% 11th 55%
Priority 4b CALPADS: Percentage of students who have successfully completed courses that satisfy UC or CSU entrance requirements	0%	0%			50%
Priority 4c CALPADS: Percentage of students who have successfully completed courses to satisfy the requirements for career technical educations sequences or programs of study that align with state board-approved	9%	0%			50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
career technical education standards and framework					
Priority 4d: Percentage of pupils who have successfully completed both types of courses described in priorities 4b and 4c, above.	9%	0%			50%
Priority 4e: Dataquest percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	3.8%	NA			75%
Priority 4f Dataquest: English learner reclassification rate	0%	NA			100%
Priority 4g: Percentage of pupils who have passes an advanced placement examination with a score of 3 or higher	0%	0%			20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4h: Percentage of pupils who demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness	EAP was suspended for the 2020 testing session - data unavailable				60%
Priority 5a SchoolWise SIS School attendance rate	94.90%	87.51%			97%
Priority 5b CALPADS middle school drop out rate	0%	0%			0%
Priority 5c High School Drop Out Rate	15.4%	7.7%			0%
Priority 6a High School graduation rate	84.6%	92.3%			100%
Priority 6b CALPADS: Chronic Absenteeism Rates	23.1%	31.9%			11%
Priority 7a Master Schedule and Report Cards Percentage of student having access to and enrolled in a board course of study	100%	100%			100%
Priority 7b: Participation logs for after school tutoring	English Learners = 100% Foster Youth = 100%	English Learners = 100% Foster Youth = 100%			English Learners = 100% Foster Youth = 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional schedules. Percentage of students having access to and enrolled in programs and services developed and provided to low income, foster youth, and English learners	Low Income Students = 100%	Low Income Students = 100%			Low Income Students = 100%
Priority 7c: Participation logs for after school tutoring professional schedules Percentage of students having access to and enrolled in programs and services developed and provided to students with disabilities	100%	100%			100%
Priority 8 iReady academic assessment reports Percentage of students in each grade level meeting or exceeding standards in ELA and Math	Spring 2021 iReady Reading K 19% 1st 4% 2nd 33% 3rd 67% 4th 41% 5th 27% 6th 57% 7th 55%	Spring 2022 IXL Reading TK 75% K 54% 1st 67% 2nd 62% 3rd 16% 4th 31% 5th 31% 6th 54%			Reading K 30% 1st 30% 2nd 45% 3rd 70% 4th 50% 5th 35% 6th 65% 7th 65% 8th 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th 53% 9th 11% 10th 29% 11th 23% 12th 25%  2021 iReady Math K 6% 1st 4% 2nd 17% 3rd 0% 4th 35% 5th 47% 6th 29% 7th 27% 8th 29% 9th 18% 10th 13% 11th 15% 12th 0%	7th 30% 8th 20% 9th 14% 10th 19% 11th 0% 12th 0%  Spring 2022 IXL Math TK 75% K 46% 1st 75% 2nd 61% 3rd 17% 4th 39% 5th 39% 6th 31% 7th 6% 8th 0% 9th 0% 10th 0% 11th 0% 12th 0%			9th 25% 10th 35% 11th 45% 12th 55%  Math K 25% 1st 25% 2nd 30% 3rd 30% 4th 40% 5th 50% 6th 50% 7th 50% 8th 50% 9th 25% 10th 50% 11th 45% 12th 40%

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Afterschool Academic Student Supports	Westwood USD will contribute to the afterschool academic supports with a priority for Low Income and Foster Youth students struggling academically through the County’s afterschool program.	\$26,807.00	Yes
2.2	Professional Development	Westwood USD will provide professional development to teachers and staff on the California State Standards and strategies to promote	\$1,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		learning for all students, including all EL, Foster, Low Income students.		
<b>2.3</b>	IXL Licensing	Westwood USD will utilize IXL summative assessments two times per year and formative assessments every 9 weeks to measure student academic progress and utilize data to address student academic needs.		Yes
<b>2.4</b>	Tech Aide	Fletcher Walker Elementary will maintain the 1 tech aide position to support students and staff.	\$16,750.00	Yes
<b>2.5</b>	ELL Parent ELPAC Conference	Westwood USD will hold ELPAC meetings with parents to review student progress on assessments and EL student progress toward English Language Proficiency.	\$0.00	Yes
<b>2.6</b>	Weekly PD/PLC	Westwood USD will hold weekly PLC/PD meetings to review data and plan for vertical alignment with a priority on closing achievement gaps of EL, Foster Youth, and Low Income Students.	\$0.00	Yes
<b>2.7</b>	Paraprofessional Support Staffing	Westwood USD will continue to employ 4 .69 FTE paraprofessional positions to assist in additional classroom academic support for our low income and EL students to close existing achievement gaps.	\$150,500.00	Yes
<b>2.8</b>	Additional Certificated Teacher	Westwood USD will recruit and hire a 1.0 FTE teacher to allow for smaller class sizes without adding combination grade level classes to better support EL, Foster Youth, and Low Income students within the classroom and to close achievement gaps.	\$150,790.43	Yes

## Goal Analysis [2021-22]

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

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

All actions and services were not implemented with fidelity and that's why they were found to be ineffective for increasing or improving services for students.

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.

Previous leadership allowed a 6th period schedule that drained the district's LCFF funds, so, the supplemental funds were used instead.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 2.1 due to lack of a set procedures, students who needed to be attending this program did not have such opportunity.

Action 2.2 Professional development opportunities did not occur due no follow through by previous leadership.

Action 2.3 IXL summative assessments were utilized twice a year and formative assessments every 9 weeks but the data was seldom or never disaggregate to inform classroom instruction.

Action 2.4 Tech aide did support students and staff.

Action 2.5 No ELPAC meetings were ever held.

Action 2.6 PLCs/PDs were not carried with fidelity.

Action 2.7 Paraprofessional support staffing were hired but there were no meetings to review EL, Foster Youth, and low income students' data.

Action 2.8 Additional certificated teacher were hired but no training in best practices.

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

Due to the lack of systems and protocols in place by previous leadership these goals did not produce the intendant results. Moving forward, new leadership will introduce effective systems and protocols to ensure the success of the above stated goal.

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

# Goals and Actions

## Goal

Goal #	Description
3	<p>WUSD will engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.</p> <p>Priority 3 State Standards Priority 6 School Climate</p>

An explanation of why the LEA has developed this goal.

Analysis provided by the Healthy Kids Survey that the percentage of parent responses that agree/strongly agree that the WUSD actively seeks input of parents in making decisions is at 63% and 38% of those parents surveyed agree or strongly agree that they feel a sense of school connectedness. Both parent and student engagement are another area of focus to decrease chronic absenteeism and suspensions (Teachers, parents, staff, administration, board of trustees). Westwood USD will hold community events once a month to provide opportunities for parental involvement and engagement to support student’s academic achievement. Westwood USD will continue to use the MTSS framework and positive interventions program. Westwood USD will contract counseling supports and services to support students social-emotional learning. The following actions support and improve the services for our low-income students, and will measure progress toward our goal through the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Healthy Kids Survey Percentage of parents responding that they agree/strongly agree who that the district seeks parent input in making decisions for the school district.	2019-2020 = 13%	2020-2021 = 20%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a California Healthy Kids Survey Percentage of parent responses that agree/strongly agree that the Westwood USD actively seeks the input of parents in making decisions.	2019-2020 = 63%	2020-2021 = 20%			100%
Priority 3b: Local Performance Indicator Self Reflection Tool Rating on Westwood USD promotion of parent participation in programs for low-income students, English learners and Foster Youth.  Rubric: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	3 – Initial Implementation	3 - Initial Implementation			4 – Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3c: Local Performance Indicator Self Reflection Tool Rating on Westwood USD promotion of parent participation in programs for students with disabilities.  Rubric: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	3 – Initial Implementation	3 - Initial Implementation			4 – Full Implementation
Priority 6a: Schoolwise Pupil Suspension Rate	2.4%	2020-2021 = 1.4%			1.4%
Priority 6b: Schoolwise Pupil Expulsion Rate	0%	0%			0%
Priority 6c: California Healthy Kids Survey Percentage of parents	38%	was not reported.			75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reporting agree/strongly agree that they feel a sense of school connectedness.					

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Celebration and Incentive Program	Westwood USD will promote student attendance by implementing a reward system for students who attend school regularly. While this program will be offered to all students its intended to focus upon closing the achievement gap among EL students, Foster Youth, and Low Income.	\$5,000.00	Yes
3.2	Truancy	Westwood USD will contract with Lassen County Probation Department to monitor truancy reports and send out letters (first second, and third) in a timely manner to adhere to the regulated procedure. While this program will be offered to all chronically absent students, it is intended to focus on addressing the higher chronic absenteeism rate among low income students.	\$5,500.00	Yes
3.3	Community Events	Westwood USD will hold community events once a month to provide opportunities for parental involvement and engagement in order to foster student academic achievement. While these events will be offered to all families, they are intended to focus upon increasing involvement among families of English Learner, Foster Youth, and Low Income students.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	SchoolWise School to Home Communication	Westwood USD will continue contracting with SchoolWise for Automated information in a timely manner. Teachers will update grades weekly so students and parents may track student progress and missing assignments utilizing the portal. While this system will be provided to all families its intended to focus upon fostering parents engagement, student attendance and bridging the achievement gap among EL, Foster Youth, and Low Income students.	\$3,200.00	Yes
3.5	Positive Behavior Intervention and Supports	Westwood USD will continue to use the MTSS framework and positive intervention incentives program. While MTSS will be offered to all student, it is intended to focus upon decreasing the suspensions and closing the achievement gap among English Learners, Foster Youth, and low income students.	\$1,500.00	No
3.6	Counseling Services	Westwood USD will contract counseling supports and services to support student social- emotional well-being.	\$20,000.00	Yes
3.7	Transportation	Westwood USD will continue to provide students with suburban transportation to and from school throughout the school year. The focus will be to address the transportation needs of low income students resulting in high rates of chronic absenteeism.	\$11,310.00	Yes

## Goal Analysis [2021-22]

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

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

All actions were not carried with fidelity and efficiently due lack of leadership and hiring/training staff and implementing behavior matrix to ensure success for all.

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.

Funds were spent without reflection on whether they were effective or not.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 3.1 Attendance Celebration and Incentive Program weren't effective because they were not done timely nor effectively.

Action 3.2 Truancy helped reduce truancy but not absenteeism.

Action 3.3 Community Events did not occur in timely fashion to allow parents to plan accordingly.

Action 3.4 Schoolwise School to Home communication was used ineffectively since teachers need to be trained in using it.

Action 3.5 Positive behavior and Intervention Support was initiated with no follow through or consistency.

Action 3.6 Counseling services were contracted but the hired personnel did not have the appropriate credential.

Action 3.7 Transportation did occur but no data was collected to review its effectiveness.

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

Under new leadership, each of the above actions will be efficiently organized, planned ahead of time to allow parents time to come and participate, teachers will be trained on Schoolwise, and behavior matrix will be introduced to create a positive climate.

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



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
301,708	

## 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
16.08%	9.92%	\$191,261.00	26.00%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The unduplicated students at Westwood Unified School District are almost entirely low-income students. Reflecting upon this student group, including disaggregated data and stakeholder input, the district is mindful that low income students face significant challenges. Barriers to academic growth often include unreliable transportation, conflicting school/work schedules, lack of adult supervision and support after school, lack of access to quality reading materials, unreliable food sources, increased levels of adverse childhood experiences, unstable housing and/or unsafe neighborhood environments. Pandemic-related impacts only serve to heighten the inequities for low income and foster youth in our community. WUSD's commitment to serving all students equitably includes the following increased and improved services which, although available to all district students, are principally directed to meet the needs, circumstances and conditions stated above in supporting unduplicated students in successfully accomplishing the goals within this LCAP.

GOAL 1, Actions 2 and 3 focus on ensuring that the district's technology, curriculum and instructional resources serve to ensure student access to California State Standards and provide ongoing opportunities for students full and equitable access to a wide range of academic supports, experiences and opportunities otherwise unavailable to them outside the school environment. Additionally, staff will continue to hone their capacities to assess and address the needs of English learners and students grappling with the circumstances and conditions of poverty at home.

Goal 2, Actions 1 -8 were developed in recognition that the circumstances of our low income students need equitable access to high quality, compassionate instruction in a safe, engaging and extended context. Through strategic hiring and assignment of highly qualified classified and certificated personnel, district will strategically develop classroom configurations aligned to the needs of students on a year-by-year basis, maintaining single-grade classes with instructional aide support to limit the degree of broad differentiation that can occur within multi-grade classrooms. Outside the classroom, students will benefit from tech supports and after school offerings, while teachers and staff collaborate in the analysis of summative and formative academic progress data to inform instruction and build instructional continuity across the district. The district has determined that contributing actions for Goal 2 that are ongoing have proven effective based upon improved academic outcomes and stakeholder input. While we continue to grapple with ongoing pandemic related impacts to instruction, these actions allow an additional degree of agility for our small staff in providing meaningful adult-student relationships, increasing the district's ability to monitor and support additional needs of low income students, as they arise.

Goal 3, Actions 1, 2, 3, 4, 5 and 7 address the circumstance that district's unduplicated students represent a majority of chronically absent students and a gap exists with regard to academic achievement between all students and low income students. Research shows that the needs of low income students are most effectively monitored and supported through meaningful relationships. In order to ensure that WUSD's low income and foster youth students have meaningful and reliable relationships among adults and peers, the district will maintain its system of transportation, expand its parent/guardian communication and outreach, resume community events, and expand on its multi-tiered attendance and behavior support systems. The combination of these new and continued increased services will enhance the effectiveness of actions being carried forward in support of all students, and particularly the district's unduplicated students for whom these actions are principally directed.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The increased and improved services planned for WUSD's low income and foster youth students exceeds the district's 19.97 % minimum proportionality percentage (MPP) regulatory requirements as described in the section above. These actions are being provided on an LEA-wide or school-wide basis and we expect/hope that all students will benefit. However, because of the significantly lower attendance rates and academic proficiency rates, and because the actions meet needs most associated with the chronic stresses, inconsistencies, and experiences of a socio-economically disadvantaged status, we expect that the attendance rate and academic proficiency rate for our low-income students will increase significantly more than the average rates of all other students. The sum of these actions result in a proportional increase of services for WUSD's unduplicated students, as compared to the services the district provides to all students.

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.

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$169,260.00	\$39,007.00	\$5,500.00	\$301,790.43	\$515,557.43	\$354,857.43	\$160,700.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Facilities Updates	All				\$30,000.00	\$30,000.00
1	1.2	Technology	All		\$15,000.00		\$18,000.00	\$33,000.00
1	1.3	History- Social Science - NGSS Science Curriculum	English Learners Foster Youth Low Income	\$10,000.00	\$4,200.00		\$45,000.00	\$59,200.00
1	1.4	Teacher Induction Program	All					
2	2.1	Afterschool Academic Student Supports	English Learners Foster Youth Low Income	\$7,000.00	\$19,807.00			\$26,807.00
2	2.2	Professional Development	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.3	IXL Licensing	English Learners Foster Youth Low Income					
2	2.4	Tech Aide	English Learners Foster Youth Low Income	\$16,750.00				\$16,750.00
2	2.5	ELL Parent ELPAC Conference	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.6	Weekly PD/PLC	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.7	Paraprofessional Support Staffing	English Learners Foster Youth Low Income	\$36,300.00			\$114,200.00	\$150,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Additional Certificated Teacher	English Learners Foster Youth Low Income	\$76,200.00			\$74,590.43	\$150,790.43
3	3.1	Attendance Celebration and Incentive Program	English Learners Foster Youth Low Income	\$1,000.00		\$4,000.00		\$5,000.00
3	3.2	Truancy	English Learners Foster Youth Low Income	\$5,500.00				\$5,500.00
3	3.3	Community Events	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.4	SchoolWise School to Home Communication	English Learners Foster Youth Low Income	\$3,200.00				\$3,200.00
3	3.5	Positive Behavior Intervention and Supports	All			\$1,500.00		\$1,500.00
3	3.6	Counseling Services	English Learners Foster Youth Low Income				\$20,000.00	\$20,000.00
3	3.7	Transportation	English Learners Foster Youth Low Income	\$11,310.00				\$11,310.00

## 2022-23 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
1,875,996	301,708	16.08%	9.92%	26.00%	\$169,260.00	3.00%	12.02 %	<b>Total:</b>	\$169,260.00
								<b>LEA-wide Total:</b>	\$152,510.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$169,260.00

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	1.3	History- Social Science - NGSS Science Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.1	Afterschool Academic Student Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fletcher Walker Elementary	\$7,000.00	
2	2.2	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.3	IXL Licensing	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		3%
2	2.4	Tech Aide	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fletcher Walker K-6	\$16,750.00	
2	2.5	ELL Parent ELPAC Conference	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Weekly PD/PLC	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.7	Paraprofessional Support Staffing	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$36,300.00	
2	2.8	Additional Certificated Teacher	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fletcher Walker Elementary	\$76,200.00	
3	3.1	Attendance Celebration and Incentive Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.2	Truancy	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	
3	3.3	Community Events	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.4	SchoolWise School to Home Communication	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,200.00	
3	3.6	Counseling Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.7	Transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,310.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$514,240.00	\$519,654.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Facilities Updates		\$78,000.00	\$64,447.00
1	1.2	Technology	Yes	\$28,000.00	\$80,312.00
1	1.3	History- Social Science - NGSS Science Curriculum	Yes	\$100,000.00	\$64,320.00
1	1.4	Teacher Induction Program	No	\$12,600.00	\$0.00
2	2.1	Afterschool Academic Student Supports	Yes	\$7,500.00	\$18,876.00
2	2.2	Professional Development	Yes	\$1,000.00	\$0.00
2	2.3	IXL Licensing	Yes	\$11,880.00	\$13,685.00
2	2.4	Tech Aide	Yes	\$11,000.00	\$16,548.00
2	2.5	ELL Parent ELPAC Conference	Yes	\$0.00	\$0.00
2	2.6	Weekly PD/PLC	Yes	\$0.00	\$0.00



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	2.7	Paraprofessional Support Staffing	Yes	\$95,000.00	\$88,305.00
2	2.8	Additional Certificated Teacher	Yes	\$73,000.00	\$92,863.00
3	3.1	Attendance Celebration and Incentive Program	Yes	\$1,000.00	\$2,338.00
3	3.2	Truancy	Yes	\$5,500.00	\$5,500.00
3	3.3	Community Events	Yes	\$1,000.00	\$0.00
3	3.4	SchoolWise School to Home Communication	Yes	\$2,950.00	\$2,800.00
3	3.5	Positive Behavior Intervention and Supports	Yes	\$1,500.00	\$10,285.00
3	3.6	Counseling Services	No	\$73,000.00	\$43,949.00
3	3.7	Transportation	Yes	\$11,310.00	\$15,426.00

**2021-22 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)
\$362,779	\$350,640.00	\$171,518.00	\$179,122.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Technology	Yes	\$28,000.00			
1	1.3	History- Social Science - NGSS Science Curriculum	Yes	\$100,000.00			
2	2.1	Afterschool Academic Student Supports	Yes	\$7,500.00	\$18,876.00		
2	2.2	Professional Development	Yes	\$1,000.00			
2	2.3	IXL Licensing	Yes	\$11,880.00	\$13,685.00		
2	2.4	Tech Aide	Yes	\$11,000.00	\$16,548.00		
2	2.5	ELL Parent ELPAC Conference	Yes				
2	2.6	Weekly PD/PLC	Yes				
2	2.7	Paraprofessional Support Staffing	Yes	\$95,000.00	\$25,817.00		
2	2.8	Additional Certificated Teacher	Yes	\$73,000.00	\$72,866.00		
3	3.1	Attendance Celebration and Incentive Program	Yes	\$1000.00			
3	3.2	Truancy	Yes	\$5,500.00	\$5,500.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Community Events	Yes	\$1,000.00			
3	3.4	SchoolWise School to Home Communication	Yes	\$2,950.00	\$2,800.00		
3	3.5	Positive Behavior Intervention and Supports	Yes	\$1,500.00			
3	3.7	Transportation	Yes	\$11,310.00	\$15,426.00		

**2021-22 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)
\$1,928,001	\$362,779	0.00%	18.82%	\$171,518.00	0.00%	8.90%	\$191,261.00	9.92%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## **Focus Goal(s)**

**Goal 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.

**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.

## **Broad Goal**

**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.

**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**

**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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

## 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 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.

### Requirements and Instructions

***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 low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

## Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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 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 Service 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 the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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