

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mark West Union School District

CDS Code: 49-70805

School Year: 2024-25

LEA contact information:

Dr. Rachel Valenzuela

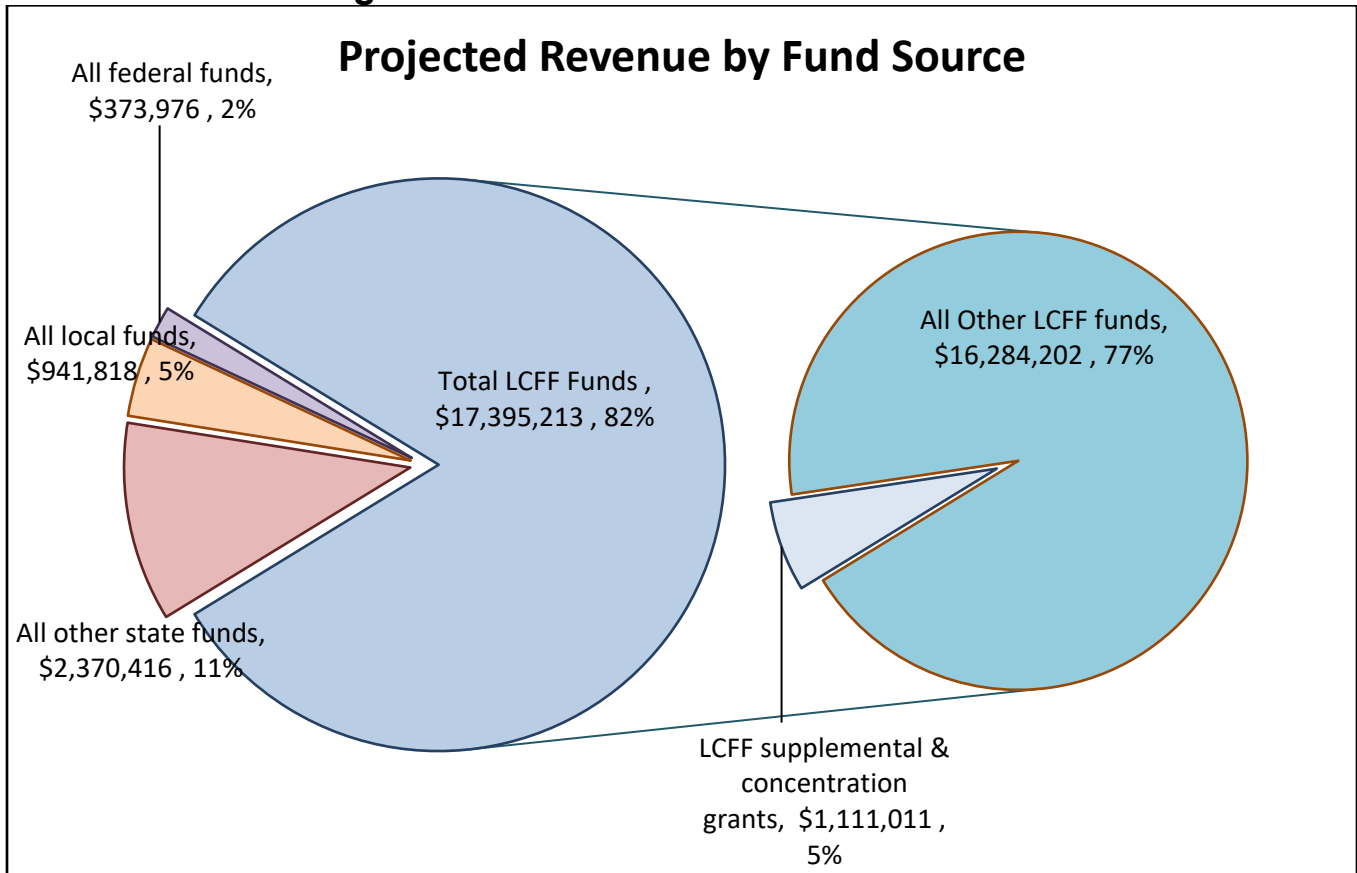
Superintendent

rvalenzuela@mwusd.org

707-524-2970

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

Budget Overview for the 2024-25 School Year

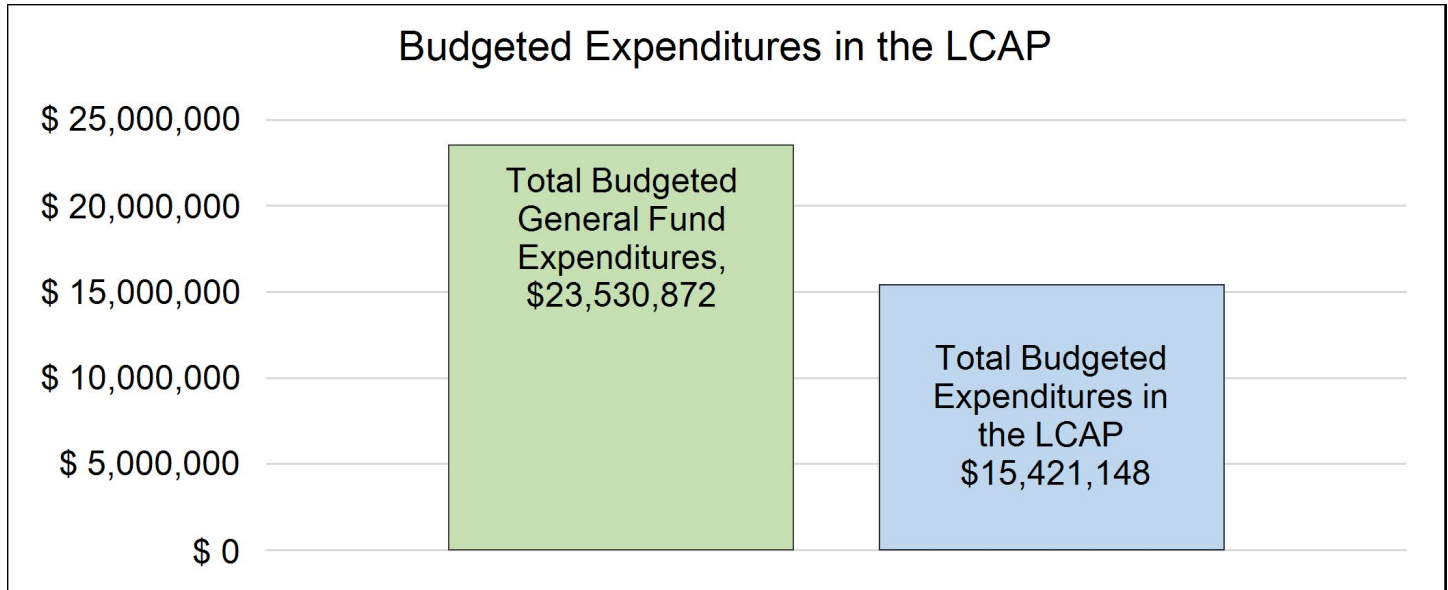


This chart shows the total general purpose revenue Mark West Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mark West Union School District is \$21,081,423, of which \$1,739,5213 is Local Control Funding Formula (LCFF), \$2,370,416 is other state funds, \$941,818 is local funds, and \$373,976 is federal funds. Of the \$1,739,5213 in LCFF Funds, \$1,111,011 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 Mark West Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mark West Union School District plans to spend \$23,530,872 for the 2024-25 school year. Of that amount, \$15,421,148 is tied to actions/services in the LCAP and \$8,109,724 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

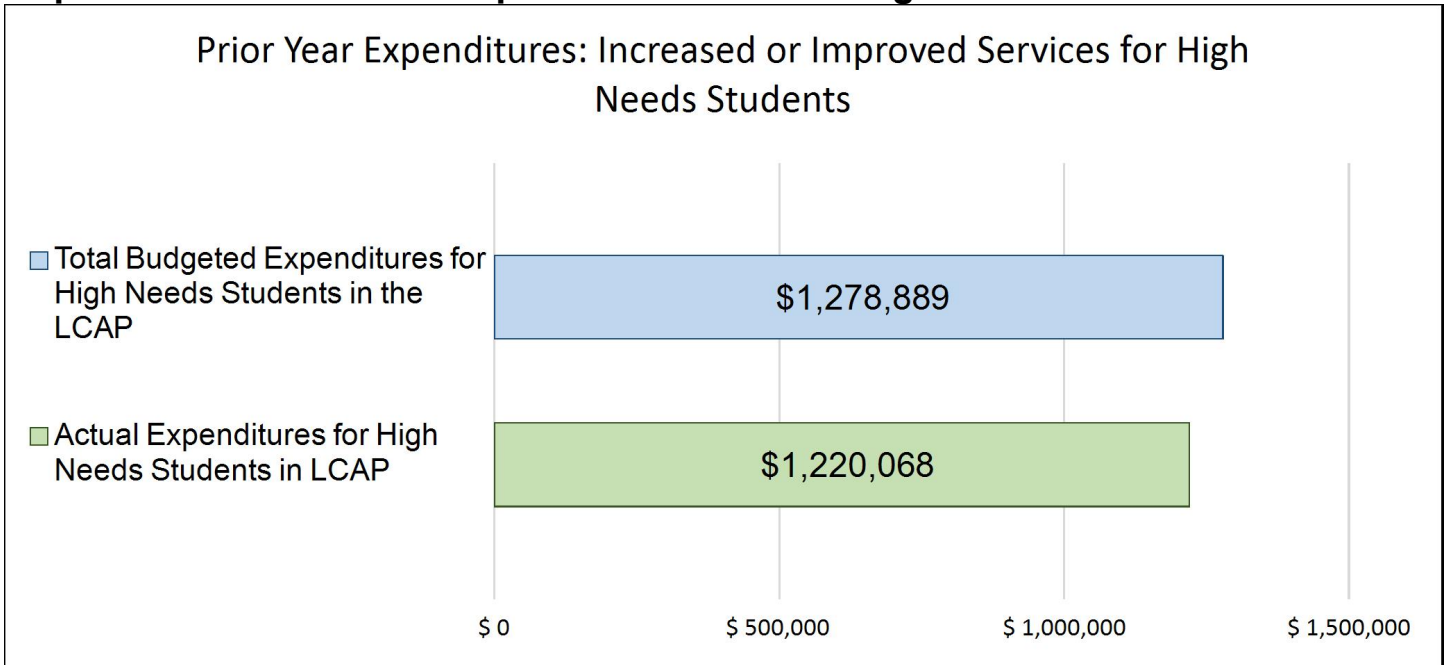
Other expenditures not highlighted in this LCAP include operational services provided by custodial staff, office employees, classified support services, classified management positions, costs of utilities, legal, auditor, all other Special Education services, etc. all of which contribute to the success of students and staff. It is also important to note that the district's Board of Trustees is dedicated to maintaining support and programs for our students and staff by committing and setting aside one-time funds for future liabilities, facilities and programs. Also included in the Fund 01 but not listed in the LCAP are other general operating expenditures for all district-wide administration (Superintendent, Chief Business Official, Director of Instructional Services, Accounts Payable, etc.) At year end, each Charter assumes their fair share portion of these expenses and funds are transferred into the general fund to cover these expenses.

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

In 2024-25, Mark West Union School District is projecting it will receive \$1,111,011 based on the enrollment of foster youth, English learner, and low-income students. Mark West Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mark West Union School District plans to spend \$2,040,825 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Mark West Union School District's LCAP budgeted \$1,278,889 for planned actions to increase or improve services for high needs students. Mark West Union School District actually spent \$1,220,068 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-58,821 had the following impact on Mark West Union School District's ability to increase or improve services for high needs students:

The difference between the budgeted expenditures and actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is primarily due to expenditures included at adopted budget that, upon further review, were not able to be included as contributing actions in the final reporting of expenditures. Although these services were still provided to high needs students, they were not included in the expenditures reported. Actions and services for high needs students were not impacted by these changes.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mark West Union School District	Dr. Rachel Valenzuela Superintendent	rvalenzuela@mwusd.org 707-524-2970

Goals and Actions

Goal

Goal #	Description
1	Create a positive, focused and safe learning environment and culture for all students. Physical facilities and safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided to meet the academic, physical, social, and emotional needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Facilities Inspection Report	Facilities in “Good Repair” category.	Facilities in “Good Repair” category.	Annual Facilities Inspection Reports varied by school site. Riebli - Rated as “good” for systems, cleanliness, electrical, safety, and external. Rated “fair” for restrooms and fountains. Rated “poor” for interior and structural. Comments include: Interior - Permanent classrooms and buildings are eligible for modernization and the District is bringing forth a plan to the Board to remedy. Also, for Structural, the HVAC and roofing are eligible for	Annual Facilities Inspection Reports varied by school site. Riebli-Overall facility rating was fair. Mark West Elementary School received an overall facility rating of "Good". San Miguel Elementary received an overall facility rating of "Good". District in planning stages for site modernization that will address structural and interior needs at Riebli to move from poor and fair rating to good.	Maintain "Good Repair" status for all facilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>modernization and the District is bringing forth a plan to the Board to remedy.</p> <p>Mark West Elementary School - Rated as “good” for systems, interior, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in restrooms and fountains. Overall rating was “good”.</p> <p>San Miguel Elementary - Rated as “good” for systems, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in restrooms/fountains. Kitchens and bathrooms are eligible for modernization. A “poor” rating was obtained in the interior. Four classrooms, library, and MPR need to be modernized. Overall rating was “good”.</p> <p>Mark West Charter School- Rated as “good” in all areas.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall rating was “exemplary”.		
Annual Declaration of Need and SARC	100% of district teachers are highly qualified.	100% of district teachers are highly qualified.	100% of district teachers are highly qualified, with the exception of 2 teachers who are on a Provisional Intern Permit. These 2 teachers are enrolled in the North Coast School of Education and are mentored by district highly qualified teachers.	100% of district teachers are highly qualified.	Maintain 100% highly qualified teachers in the district as reported on SARC.
Human Resources Office Records	100% of new teachers were supported through BTSA.	100% of new teachers were supported through BTSA.	100% of new teachers were supported through Teacher Induction Program formerly known as BTSA.	100% of the new teachers working in our district were supported through Teacher Induction Program formerly known as BTSA.	Maintain BTSA to support 100% of new teachers.

Goal Analysis

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

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

Overall our facilities have remained in “good repair”. There has been some deterioration noted at Riebli School in the interior and structural areas. Permanent classrooms and buildings are eligible for modernization, as is the HVAC and roofing. Regarding highly qualified teachers, this year there is one teachers who is on a Provisional Intern Permit because of challenges with recruitment of math and science teachers to replace one teachers who fulfilled a different role within the district. This intern is being mentored by a highly qualified teacher in the district. Overall, there were no substantive differences to planned actions and actual implementation of these actions.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of an increase in teachers in administrators utilizing the induction program.

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

The District maintenance department and administration met with local construction consultants to devise a plan to remedy the facility needs and bring them back to a status of “good repair”. The teacher on a Provisional Intern Permit is enrolled in the North Coast School of Education, scheduled to complete the program in 2025, and is mentored by district highly qualified teachers within the school district.

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

The desired outcomes and actions related to facilities, highly qualified teachers, and supporting new teachers has been incorporated into Goal 1 of the 2024-25 LCAP. No significant changes have been made to the related actions and metrics as the plan to improve facilities at Riebli has been developed and it is anticipated that all teachers will be highly qualified at the end of the 24-25 school year.

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	Provide staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards. Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that all students have access to a Broad Course of Study and that technology is integrated within the Common Core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District personnel records	One hundred percent of District teachers are properly credentialed and assigned.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment. Two teachers (equivalent to 1.4 full time equivalent or 18% of teachers on site) at Mark West Charter Middle School are on a Provisional Intern Permit. They are enrolled in the North Coast School of Education and are mentored by highly qualified teachers within the school district.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment.	Maintain 100% of District teachers are properly credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site/District level professional development records	Eighty percent of District Teachers participated in District Professional Development.	District PD evaluation survey records indicate that 63% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 84% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 88% of the district teachers participated in District Professional Development offered during the 2023-24 school year.	Ninety five percent participation of District Teachers in District Professional Development
Annual Williams Report (Appropriate Curricular Materials)	The Annual Williams Report indicated that students are provided with standards-based curriculum materials.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2021. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2022. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2023. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Williams Report will continue to indicate that students are provided with standards-based curricular materials.
Implementation of Standards Including EL access to ELD Standards	Standards-aligned lessons are developed and used by 100% of the District teachers.	Standards-aligned lesson development has reached the 100% target with regards to	Standards-aligned lesson development has reached the 100% target with regards to	Standards-aligned lesson development has reached the 100% target with regards to	Maintain the development and use of Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		instructional materials and lessons aligned with the CCSS and ELD Standards.	instructional materials and lessons aligned with the CCSS and ELD Standards.	instructional materials and lessons aligned with the CCSS and ELD Standards.	lessons by 100% of the District teachers.
Teacher lesson plans (Technology)	All teacher lesson plans indicated that technology is integrated into the curriculum.	Based on administrative review, teachers integrated technology into 85% of the curriculum.	Technology continues to be integrated into the curriculum, Teacher lesson plans and administrative observations show integrated technology use 90% of the time or more in classrooms.	Technology continues to be integrated into the curriculum and learning activities, Teacher lesson plans and administrative observations show integrated technology use over 90% of the instructional day.	Maintain all teacher lessons plans integrate technology into the curriculum.
Formative English Language Matrix and English Language Proficiency Assessments for California (ELPAC)	All teachers will implement the Formative English Language Assessment for EL Students. Baseline data indicates that 7% of EL students are re-designated as fully English proficient and 10% of EL students exhibit growth in English proficiency as measured by the formative assessments.	All teachers have implemented the Formative English Language Assessment for EL Students. Current data indicates that 10% of EL students were re-designated as fully English proficient during the 2021-22 school year and 45% of EL students exhibited growth in English proficiency as measured by the formative assessments, which is an increase of 35%.	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students. Current data indicates that 13% of EL students were re-designated as fully English proficient during the 2022-23 school year and 47% of EL students exhibited growth in English proficiency as measured by the	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students in the Fall and Winter. Current data indicates that approximately 14% of EL students will be re-designated and are going through the process of establishing fulfillment of the 4 criteria established for	Increase the percentage of EL students that are redesignated as fully English proficient to at least 10%; and, show a 20% increase in the percentage of total EL students exhibiting English proficiency growth over the course of the school year, as measured by the Student Oral Language Observation Matrix (SOLOM).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			formative assessments.	redesignated as a fully English proficient student during the 2023-24 school year. Mid year data for the Student Oral Language Observation Matrix (SOLOM) indicates 48% of EL students exhibited growth in English proficiency as measured by the formative assessments.	
Access to a Broad Course of Study	The district and schools will maintain ongoing qualitative and quantitative review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies as measured by staff walkthroughs and teacher lesson plans. All students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	Maintain all students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	(i) to be measured by staff walkthroughs and teacher lesson plans
California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards.	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2022.	In 2021-22, 40% of students with economic disadvantages met or exceeded grade level standards. Fourteen percent of students with disabilities met or exceeded grade level standards. Twenty-four percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2023.	In 2022-23, the following results were found in English/Language Arts on the CAASPP: District results 48% of "all" students scored at/above standard 39% of students with economic disadvantages met or exceeded grade level standards. 9% of students with disabilities met or exceeded grade level standards. 13% of our English Learners met or	Increase the percentage of students with economic disadvantages that meet or exceed grade level standards on CAASPP ELA to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>exceeded grade level standards.</p> <p>John B. Riebli Charter School results 42% of "all" students scored at/above standard 31% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>Mark West Elementary School results 51% of "all" students scored at/above standard 44% of students with economic disadvantages met or exceeded grade level standards. 0% of students with disabilities met or</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>exceeded grade level standards. 12% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 50% of "all" students scored at/above standard 36% of students with economic disadvantages met or exceeded grade level standards. 15% of students with disabilities met or exceeded grade level standards. 17% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
California Assessment of Student Performance and Progress (CAASPP) in mathematics	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2021-22, 29% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2022-23, the following results were found in mathematics on the CAASPP: District results	Increase the percentage of students with economic disadvantages that meet or exceed grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.</p>	<p>percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2022.</p>	<p>percent of students with disabilities met or exceeded grade level standards. Eleven percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2023.</p>	<p>42% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. Nine percent of students with disabilities met or exceeded grade level standards. Eight percent of our English Learners met or exceeded grade level standards.</p> <p>John B. Riebli Charter School results 32% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p>	<p>level standards on CAASPP math to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Mark West Elementary School results 43% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 0% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 46% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 12% of students with disabilities met or exceeded grade level standards.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>11% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores	In 2018-19, 37% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2021-22, 62% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2022-23, when given the Beginning of the Year (BOY) measures, 58% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 62% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2023-24, when given the Beginning of the Year (BOY) measures, 59% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 65% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals by the end of the 2023-24 school year for their grade level. When given the End of the Year (EOY) measures, 72% of 1st-6th graders performed at or above the benchmark.	Increase the percentage of students that performed at or above the benchmark to 70%.

Goal Analysis

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

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

Most differences between planned and actual implementation are non-substantive. We continue to support our teachers with professional development opportunities and have worked to ensure that they are given opportunities to provide timely feedback in an effort to increase participation and engagement.

Our teachers continue to implement formative measures to monitor progress of our English Learners proficiency and have provided professional development to support the transition to a new tool for measuring this that focuses on all 4 domains measured in the ELPAC and will implement this next year.

Our science adoption committee was able to pilot curricula adopted by California and make a recommendation for approval to our district Board of Trustees.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of redistribution of costs between various funding sources, existing employees being utilized to perform additional services, differences between the cost of vacancies and actual employees, and large curriculum purchases.

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

This year our district and school sites made progress on specific actions that were effective and led to the meeting of desired outcomes during the three-year LCAP cycle. Such successes include meeting our goal of increasing the percentage of students that performed at or above the benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores to 70%. The district effectively met this part of our goal with 72% of our 1st-6th graders performing at or above the benchmark on the DIBELS End of the Year Assessment.

While partial progress was evident on specific actions related to academic progress, the district is still working to implement Multi-Tiered System of Supports (MTSS) to provide targeted and timely intervention to support specific student groups such as our students with disabilities and English Learners progress on the California Assessment of Student Performance and Progress (CAASPP) in both English/Language Arts and mathematics.

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.

Professional development will continue to be an action focused on to support student's progress academically. One change that will be made to the implementation of the action related to our professional development is the scheduling of professional development days in an effort to increase both participation and timely implementation of instructional methods. This year two of our PD days were held in April and May of 2024. Our staff has expressed that this feels late in the school year and thus our PD schedule for the 2024-25 school year has adjusted these two PD days to be at the beginning of November and January.

Professional development will continue to focus on literacy and reading comprehension to continue progress made in the area on local assessments. English Learners will be a focus in our professional development as well as Universal Design for Learning to support our students with disabilities. Interventions for students will be developed through data based problem solving with specific goals by school sites, grade levels, and student groups established and monitored through collaborative, regularly school leadership team meetings and district leadership team meetings.

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	Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Counseling Data & Board Report	The Climate Survey, aligned with the BEST program and the Parent Survey, developed by the School Site Councils, indicate that students increased access to needed support, which has improved school climate. Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 85.9% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 90% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 71% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 79% show improvement.	Based on the Counselor progress report data, the percentage of students showing improvement in social-emotional functioning as a result of participating in counseling will increase to 90% of counseled students.
Discipline referrals to elementary school office as maintained in	In the most recent in-person instruction school year (2019/20),	In the most recent in-person instruction school year (2021-22),	In the most recent in-person instruction school year (2022-23),	Discipline records indicate that there were a total of 391	Through consistent implementation and reinforcement of the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school student information system	there were a total of 301 student discipline referrals to the elementary school offices/principals.	to date, there were a total of 139 student discipline referrals to the elementary school offices/principals.	to date, there were a total of 310 student discipline referrals to the elementary school offices/principals.	student discipline referrals to the elementary schools.	BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, disciplinary office referrals to the elementary school offices/principals will be reduced by 25% overall at the elementary level, as measured by end of year total of referrals in the student information system.
Suspension & expulsion rates maintained by District Office	There were no student expulsions. The suspension rate increased by 5% to 13 suspensions at the school site.	There were no student expulsions. The suspension rate decreased by approximately 1% to 11 suspensions at the school site.	There were 0 student expulsions. The suspension rate decreased by approximately 31% compared to the baseline in 20-21. During the 22-23 school year, there have been an average of 9 suspensions at the elementary level to date. The suspension rate for 2022 was 3.5%.	There were 0 student expulsions. The district suspension rate for 2022-23 was 2.7 % with a total of 52 suspensions district wide.	Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, school suspensions will be reduced by 25% overall at the elementary level and there will be no expulsions, as measured by the suspension & expulsion data maintained by the district office.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rates maintained by District Office in the student information system.	The school/district attendance rates were 96%. Chronic Absenteeism was 11.14%	The school/district attendance rates for the 2021-22 school year to date is 92.3%. The district Chronic Absenteeism rate is 7.7%.	The school/district attendance rates for 2022 was 92.7%. The district chronic absenteeism rate is 21.1%.	The district chronic absenteeism rate has decreased to 12.4 %. San Miguel Elementary school has a chronic absenteeism rate of 11.1 %. Mark West Elementary School has a chronic absenteeism rate of 14.2 %, Riebli Elementary School has a chronic absenteeism rate of 11.7 %.	Through positive school climate efforts, parent education, and student support, the chronic absenteeism rate will be reduced to below 10%, as measured by the school's student information system.
Middle School Attendance Rates	N/A	N/A	N/A	N/A	N/A
High School- % of students a-g	N/A	N/A	N/A	N/A	N/A
High School- % of students CTE completion	N/A	N/A	N/A	N/A	N/A
High School-% of students either a-g or CTE completion	N/A	N.A	N/A	N/A	N/A
High School- % of students demonstrating college preparedness	N/A	N/A	N/A	N/A	N/A
High School- % of students passed an AP exam	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School-graduation rate	N/A	N/A	N/A	N/A	N/A
High School- dropout rate	N/A	N/A	N/A	N/A	N/A
Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness			Based on the results of the LEA's YouthTruth survey, 27% of elementary school students surveyed feel like an important part of their school community. Forty-one percent of middle school students feel like a part of their school community. Sixty-eight percent of elementary parents/guardians surveyed feel engaged with their school, and 81% of middle school parents/guardians surveyed feel engaged with school. Eighty-six percent of elementary school staff, including teachers, reported their school creates a positive work environment and 87% of middle school staff,	Based on the results of the LEA's YouthTruth survey, 28% of elementary school students surveyed feel like an important part of their school community. Seventy-five percent of elementary parents/guardians surveyed feel engaged with their school. Eighty-five percent of elementary school staff, including teachers, reported their school creates a positive work environment. Regarding school safety, the following data was reported in our YouthTruth Survey. Sixty-four percent of our elementary school students feel safe at school. Our elementary staff,	Using local measures, the sense of student connectedness will increase by 10% as measured by the YouthTruth elementary student and middle school student surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>including teachers, reported their school creates a positive work environment.</p> <p>Regarding school safety, the following data was reported in our YouthTruth Survey. Sixty-one percent of our elementary school students feel safe at school as compared to 63% of our middle school students reporting they feel safe at school. Our elementary and middle school staff, including teachers, both reported that 87% feel safe from harm while at their school. Lastly, 81% of parents/guardians of elementary school students reported they feel their child's learning environment is safe, and 90% of middle school parents/guardians feel their child's learning environment is safe.</p>	<p>including teachers, reported that 88% feel safe from harm while at their school. Lastly, 81% of parents/guardians of elementary school students reported they feel their child's learning environment is safe.</p>	

Goal Analysis

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

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

Planned actions toward the district goal #3 were implemented as intended while some desired outcomes were met others were only partially met with mixed results. While our students receiving support from school counselors report increased improvement in social emotional well being, we are still shy of the goal set at 90%. Students reported progress increased from 71% to 79% in the last year. Challenges have been noted for students' social emotional and behavioral health considering such things as the pandemic, distance learning, and natural disasters. Counseling services continue to be a priority for our district.

Discipline referrals continue to be maintained and monitored to support the needs of our students and inform decisions related to the implementation of Positive Behavior Intervention and Supports (PBIS) through the Building Effective Schools Together (BEST) that teaches expected behavior, provide reinforcements, and opportunities for practice to develop students' fluency in positive behaviors to maintain a safe learning environment.

Student engagement continued to be a focus for our district through the implementation of actions related to attendance, suspensions, and expulsions. Specific emphasis has been placed on monitoring chronic attendance and implementing proactive, preventative measures as well as parent outreach and collaboration to implement attendance contracts and supports for students struggling in this area.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of the redistribution of costs between schools.

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

While some actions in this goal area fell short fully meeting the desired outcome, significant progress has been made especially in the area of Chronic Absenteeism. In the last year, the chronic absenteeism rate decreased from 21.1% to 12.4%. This is due to attendance being a priority and focus area for all school sites upon reflection and analysis of the significant increase in chronic absenteeism noted after the pandemic. Effective results were found and believed to be a result of parent and student education regarding updated recommendations/guidelines for keeping students at home due to illness, increased environment print (posters, etc.) encouraging student attendance, parent education focused on the impact of absences and tardies, and targeted interventions such as Student Attendance Review

Teams to problem solve and implement contracts involving student, parent, school, and district agreements to increase attendance and reduce tardies that proven to have a successful impact on student attendance rates.

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

The district will continue to implement a goal and actions related to maintaining a safe learning environment and monitoring attendance, office referrals, suspensions, and expulsions while providing a robust counseling program for our students. Based on reflections, implementation of such actions will be strengthened by incorporation more standardization in our data collection to measure progress of our students participating in counseling as well as increase the amount of check-ins to monitor progress more frequently and analyze this data to be utilized to increase efficacy of such programs as Second Step, Toolbox for Learning, and other components of the counseling program provided to students.

Furthermore, the district and site leadership teams will further the work in behavior supports and strengthening the standardization and communication of behavior expectations through a revised student./parent handbook, revised office referral guidelines and forms to increase consistency in data collection to allow analysis of patterns at a deeper level to include such possible factors as motivation and setting to allow for problem solving and proactive strategies to be considered to increase students' engagement and feelings of safety in a positive learning environment.

Actions related to school safety and school connectedness will continue to be implemented with increased fidelity with continued input from our educational partners including students, parents, and staff to increase involvement in school community and foster student involvement in their own education and learning. Our students report lower feelings when asked if they feel as though they are an important part of their school community when compared to families and staff. Further exploration will be necessary to investigate root causes, involve students in providing ideas and strategies to make improvements, adapt existing systems, and monitor effectiveness of such changes in the area of school connectedness.

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

Goals and Actions

Goal

Goal #	Description
4	Each school will establish parent training and informational events and/or activities as well as seek parental input to be utilized in decision making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School maintained logs of parental participation.	School logs indicated that 80% of parents participated in at least one of the 3 major activities (Back To School Night , Open House, and Science Fair) during the 2019-20 school year.	Parental participation rate for Back to School Night was approximately 73%. Due to the pandemic, this activity was held virtually due to adherence to CDPH guidelines in place at the time.	Parental participation rate for Back to School Night was approximately 77%. Overall participation in Open House was approximately 80%. The district has not held an in person science fair since the pandemic and will resume this event during the 2023-24 school year.	Parental participation rate for Back to School Night in was approximately 70% district wide. Riebli Elementary School had 79% participation. San Miguel Elementary School had 77% participation. Mark West Elementary School had 62% participation.	Parental participation rate in at least one of the 3 major activities (Back to School Night, Open House, and Science Fair) will increase to 90%, as measured per parent participation logs maintained by the school.
Parent surveys and participation in parent meetings, trainings/education.	Parental surveys (school, DELAC) in English and Spanish seeking input related to programs for unduplicated and students with exceptional needs were collected. Parent trainings/education	Parent survey completion rate for the 2021-22 school year show that approximately 13% of parents completed surveys Given parent meetings, trainings,	Families, staff and students participated in the YouthTruth Survey. The participation rate was 72%. Given parent meetings, trainings, education sessions	Families, staff, and students participated in the 2023-24 YouthTruth Survey. The participation rate for families district wide was 69%.Riebli Elementary School had 72% participation. San Miguel	Parent survey completion rate will increase to 35% minimum, per survey event. Given parent meetings, trainings, education sessions developed as a result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>supports student academic growth and family social-emotional development. Survey input is utilized by the District in decision-making regarding the topics for parent education, parent training, and development of family resilience. 2019-20 surveys show that approximately 15% of parents completed surveys. The parent meetings, trainings, education yielded between 6-19 parent participants, as indicated by parent sign-in logs.</p>	<p>education sessions developed as a result of parental surveys in English and Spanish, the attendance rate was a minimum of 15 at the school level and 35 at the district level.</p> <p>Feedback from our parent community included a need for more support in building trust between teachers and students as well as antibullying and nutrition education.</p>	<p>developed as a result of parental surveys in English and Spanish, the attendance rate was an average of 17 attendees at the district level.</p> <p>Feedback from our parent community included a need for more support in school safety and stronger extracurricular programs.</p>	<p>Elementary School had 68% participation. Mark West Elementary School had 67% participation.</p> <p>Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate ranges from 12-17 attendees in English and 2-4 attendees to the Spanish workshops.</p> <p>DELAC meetings have been held in person with approximately 15% of our English Learners having a family member attend and participate according to sign in sheets.</p>	<p>of parental surveys in English and Spanish, the attendance rate will increase to a minimum of 25 at the school level and 40 at the district level.</p>

Goal Analysis

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

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

As planned, actions in this goal area focused on gathering parental input, utilizing this input in decision making, and increasing parental participation among all families. Parent information, education, and training workshops were offered in both English and Spanish and incorporated feedback from parents utilized to select parent workshop topics, format/delivery, and timing gathered through parent surveys.

Parent outreach utilized social media, phone and email district messengers in English and Spanish, information posted on websites, paper flyers sent home with students, and school newsletters to inform families of upcoming events, meetings, and opportunities to provide their input.

YouthTruth Survey was implemented for the second year to provide information from our families related to their perceptions of their child's school. Several methods were used to solicit parent/guardian participation in the family survey. Participation rates for among the highest in Sonoma County with over 60%.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of utilizing existing employees to perform additional services that were originally planned as additional expenditures.

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

The addition of the YouthTruth Survey to measure the effectiveness of actions related to family engagement was an effective tool and increased participation among parents far surpassing our goal of 35% minimum participation rate compared to 69% district participation rate in the family survey.

While participation on parent surveys and input gathered from such surveys, allows for more parental input used to inform decision making was very effective, parental participation in major activities such as Back to School Night fell shy of meeting the 90% desired outcome with 70% participation district wide. Similarly participation rates for parent workshops/training remained consistent with just a slight improvement in the number of participants with a range of 14-21 participants over the year.

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

The only changes planned related to this goal and actions is how it will be implemented in the coming year. Further development of needs assessment will take place that will be designed to reach the families and gather information and ideas designed to increase parent engagement in major activities and educational workshops with a focus on reaching the families of students with disabilities. Input will be gathered from School Site Councils, PTA/O groups, members of the District English Language Advisory Committee, teachers, staff, and parents as well as further exploration of family engagement strategies to improve opportunities for parent engagement and involvement. Data collection will involve more “street level” data to provide qualitative data and allow for individual voices to be heard and involved in decision making for our programs designed to support families and strengthen parent and school partnerships.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Miguel Elementary Charter School	Patrick Eagle Principal	peagle@mwusd.org 707-524-2960

Goals and Actions

Goal

Goal #	Description
1	Create a positive, focused and safe learning environment and culture for all students. Physical facilities and safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided to meet the academic, physical, social, and emotional needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Facilities Inspection Report	Facilities in “Good Repair” category.	Facilities in “Good Repair” category.	Annual Facilities Inspection Reports varied by school site. Riebli - Rated as “good” for systems, cleanliness, electrical, safety, and external. Rated “fair” for restrooms and fountains. Rated “poor” for interior and structural. Comments include: Interior - Permanent classrooms and buildings are eligible for modernization and the District is bringing forth a plan to the Board to remedy. Also, for Structural, the HVAC and roofing are eligible for	Annual Facilities Inspection Reports varied by school site. Riebli-Overall facility rating was fair. Mark West Elementary School received an overall facility rating of "Good". San Miguel Elementary received an overall facility rating of "Good". District in planning stages for site modernization that will address structural and interior needs at Riebli to move from poor and fair rating to good.	Maintain "Good Repair" status for all facilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>modernization and the District is bringing forth a plan to the Board to remedy.</p> <p>Mark West Elementary School - Rated as “good” for systems, interior, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in restrooms and fountains. Overall rating was “good”.</p> <p>San Miguel Elementary - Rated as “good” for systems, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in restrooms/fountains. Kitchens and bathrooms are eligible for modernization. A “poor” rating was obtained in the interior. Four classrooms, library, and MPR need to be modernized. Overall rating was “good”.</p> <p>Mark West Charter School- Rated as “good” in all areas.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall rating was “exemplary”.		
Annual Declaration of Need and SARC	100% of district teachers are highly qualified.	100% of district teachers are highly qualified.	100% of district teachers are highly qualified, with the exception of 2 teachers who are on a Provisional Intern Permit. These 2 teachers are enrolled in the North Coast School of Education and are mentored by district highly qualified teachers.	100% of teachers are highly qualified.	Maintain 100% highly qualified teachers in the district as reported on SARC.
Human Resources Office Records	100% of new teachers were supported through BTSA.	100% of new teachers were supported through BTSA.	100% of new teachers were supported through Teacher Induction Program formerly known as BTSA.	100% of the new teachers working in our district were supported through Teacher Induction Program formerly known as BTSA.	Maintain BTSA to support 100% of new teachers.

Goal Analysis

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

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

Overall our facilities have remained in “good repair”. There has been some deterioration noted at Riebli School in the interior and structural areas. Permanent classrooms and buildings are eligible for modernization, as is the HVAC and roofing. Regarding highly qualified teachers, this year there is one teachers who is on a Provisional Intern Permit because of challenges with recruitment of math and science teachers to replace one teachers who fulfilled a different role within the district. This intern is being mentored by a highly qualified teacher in the district. Overall, there were no substantive differences to planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The District maintenance department and administration met with local construction consultants to devise a plan to remedy the facility needs and bring them back to a status of “good repair”. The teacher on a Provisional Intern Permit is enrolled in the North Coast School of Education, scheduled to complete the program in 2025, and is mentored by district highly qualified teachers within the school district.

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

The desired outcomes and actions related to facilities, highly qualified teachers, and supporting new teachers has been incorporated into Goal 1 of the 2024-25 LCAP. No significant changes have been made to the related actions and metrics as the plan to improve facilities at Riebli has been developed and it is anticipated that all teachers will be highly qualified at the end of the 24-25 school year.

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	Provide staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards. Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that all students have access to a Broad Course of Study and that Technology is integrated within the Common Core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District personnel records	One hundred percent of District teachers are properly credentialed and assigned.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment. Two teachers (equivalent to 1.4 full time equivalent or 18% of teachers on site) at Mark West Charter Middle School are on a Provisional Intern Permit. They are enrolled in the North Coast School of Education and are mentored by highly qualified teachers within the school district.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment.	Maintain 100% of District teachers are properly credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site/District level professional development records	Eighty percent of District Teachers participated in District Professional Development.	District PD evaluation survey records indicate that 63% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 84% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 88% of the district teachers participated in District Professional Development offered during the 2023-24 school year.	Ninety five percent participation of District Teachers in District Professional Development
Annual Williams Report (Appropriate Curricular Materials)	The Annual Williams Report indicated that students are provided with standards-based curricular materials.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2021. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2022. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2023. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Williams Report will continue to indicate that students are provided with standards-based curricular materials.
Site Level Lesson Plans & Principal Observations	Common Core lessons are developed and used by 100% of the District teachers.	Common Core lesson development has reached the 100% target with regards to	Standards-aligned lesson development has reached the 100% target with regards to	Standards-aligned lesson development has reached the 100% target with regards to	Maintain the development and use of Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		instructional materials and lessons aligned with the CCSS.	instructional materials and lessons aligned with the CCSS and ELD Standards.	instructional materials and lessons aligned with the CCSS and ELD Standards.	lessons by 100% of the District teachers.
Teacher lesson plans (Technology)	All teacher lesson plans indicated that technology is integrated into the curriculum.	Based on administrative review, teachers integrated technology into 85% of the curriculum.	Technology continues to be integrated into the curriculum, Teacher lesson plans and administrative observations show integrated technology use 90% of the time or more in classrooms.	Technology continues to be integrated into the curriculum and learning activities, Teacher lesson plans and administrative observations show integrated technology use over 90% of the instructional day.	Maintain all teacher lessons plans integrate technology into the curriculum.
Formative English Language Matrix and English Language Proficiency Assessments for California (ELPAC)	All teachers will implement the Formative English Language Assessment for EL Students. Baseline data indicates that 7% of EL students are re-designated as fully English proficient and 10% of EL students exhibit growth in English proficiency as measured by the formative assessments.	All teachers have implemented the Formative English Language Assessment for EL Students. Current data indicates that 10% of EL students were re-designated as fully English proficient during the 2021-22 school year and 45% of EL students exhibited growth in English proficiency as measured by the formative assessments, which is an increase of 35%.	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students. Current data indicates that 13% of EL students were re-designated as fully English proficient during the 2022-23 school year and 47% of EL students exhibited growth in English proficiency as measured by the	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students in the Fall and Winter. Current data indicates that approximately 14% of EL students will be re-designated and are going through the process of establishing fulfillment of the 4 criteria established for	Increase the percentage of EL students that are redesignated as fully English proficient to at least 10%; and, show a 20% increase in the percentage of total EL students exhibiting English proficiency growth over the course of the school year, as measured by the Student Oral Language Observation Matrix (SOLOM).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			formative assessments.	redesignated as a fully English proficient student during the 2023-24 school year. Mid year data for the Student Oral Language Observation Matrix (SOLOM) indicates 48% of EL students exhibited growth in English proficiency as measured by the formative assessments.	
Access to a Broad Course of Study	The district and schools will maintain ongoing qualitative and quantitative review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies as measured by staff walkthroughs and teacher lesson plans. All students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	Maintain all students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	(i) to be measured by staff walkthroughs and teacher lesson plans
California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards.	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2022.	In 2021-22, 40% of students with economic disadvantages met or exceeded grade level standards. Fourteen percent of students with disabilities met or exceeded grade level standards. Twenty-four percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2023.	In 2022-23, the following results were found in English/Language Arts on the CAASPP: District results 48% of "all" students scored at/above standard 39% of students with economic disadvantages met or exceeded grade level standards. 9% of students with disabilities met or exceeded grade level standards. 13% of our English Learners met or	Increase the percentage of students with economic disadvantages that meet or exceed grade level standards on CAASPP ELA to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>exceeded grade level standards.</p> <p>John B. Riebli Charter School results 42% of "all" students scored at/above standard 31% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>Mark West Elementary School results 51% of "all" students scored at/above standard 44% of students with economic disadvantages met or exceeded grade level standards. 0% of students with disabilities met or</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>exceeded grade level standards. 12% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 50% of "all" students scored at/above standard 36% of students with economic disadvantages met or exceeded grade level standards. 15% of students with disabilities met or exceeded grade level standards. 17% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
California Assessment of Student Performance and Progress (CAASPP) in mathematics	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2021-22, 29% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2022-23, the following results were found in mathematics on the CAASPP: District results	Increase the percentage of students with economic disadvantages that meet or exceed grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.</p>	<p>percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2022.</p>	<p>percent of students with disabilities met or exceeded grade level standards. Eleven percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2023.</p>	<p>42% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. Nine percent of students with disabilities met or exceeded grade level standards. Eight percent of our English Learners met or exceeded grade level standards.</p> <p>John B. Riebli Charter School results 32% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p>	<p>level standards on CAASPP math to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Mark West Elementary School results 43% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 0% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 46% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 12% of students with disabilities met or exceeded grade level standards.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>11% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores	In 2018-19, 37% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2021-22, 62% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2022-23, when given the Beginning of the Year (BOY) measures, 58% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 62% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2023-24, when given the Beginning of the Year (BOY) measures, 59% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 65% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals by the end of the 2023-24 school year for their grade level. When given the End of the Year (EOY) measures, 72% of 1st-6th graders performed at or above the benchmark.	Increase the percentage of students that performed at or above the benchmark to 70%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Standards Including EL access to ELD Standards	Standards-aligned lessons are developed and used by 100% of the District teachers.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Maintain the development and use of Common Core lessons by 100% of the District teachers.

Goal Analysis

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

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

Most differences between planned and actual implementation are non-substantive. We continue to support our teachers with professional development opportunities and have worked to ensure that they are given opportunities to provide timely feedback in an effort to increase participation and engagement.

Our teachers continue to implement formative measures to monitor progress of our English Learners proficiency and have provided professional development to support the transition to a new tool for measuring this that focuses on all 4 domains measured in the ELPAC and will implement this next year.

Our science adoption committee was able to pilot curricula adopted by California and make a recommendation for approval to our district Board of Trustees.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of large curriculum purchases.

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

This year our district and school sites made progress on specific actions that were effective and led to the meeting of desired outcomes during the three-year LCAP cycle. Such successes include meeting our goal of increasing the percentage of students that performed at or above the benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores to 70%. The district effectively met this part of our goal with 72% of our 1st-6th graders performing at or above the benchmark on the DIBELS End of the Year Assessment.

While partial progress was evident on specific actions related to academic progress, the district is still working to implement Multi-Tiered System of Supports (MTSS) to provide targeted and timely intervention to support specific student groups such as our students with disabilities and English Learners progress on the California Assessment of Student Performance and Progress (CAASPP) in both English/Language Arts and mathematics.

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.

Professional development will continue to be an action focused on to support student's progress academically. One change that will be made to the implementation of the action related to our professional development is the scheduling of professional development days in an effort to increase both participation and timely implementation of instructional methods. This year two of our PD days were held in April and May of 2024. Our staff has expressed that this feels late in the school year and thus our PD schedule for the 2024-25 school year has adjusted these two PD days to be at the beginning of November and January.

Professional development will continue to focus on literacy and reading comprehension to continue progress made in the area on local assessments. English Learners will be a focus in our professional development as well as Universal Design for Learning to support our students with disabilities. Interventions for students will be developed through data based problem solving with specific goals by school sites, grade levels, and student groups established and monitored through collaborative, regularly school leadership team meetings and district leadership team meetings.

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	Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Counseling Board Report	The Climate Survey, aligned with the BEST program and the Parent Survey, developed by the School Site Councils, indicate that students increased access to needed support. Individual and group intervention counseling sessions has led to positive school climates.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 90% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 71% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 79% show improvement.	Based on the Counselor progress report data, the percentage of students showing improvement in social-emotional functioning as a result of participating in counseling will increase to 90% of counseled students.
Discipline referrals to elementary school office as maintained in school student information system	In the most recent in-person instruction school year (2019/20), there were a total of 301 student discipline referrals to the elementary school offices/principals.	In the most recent in-person instruction school year (2021-22), to date, there were a total of 139 student discipline referrals to the elementary school offices/principals.	In the most recent in-person instruction school year (2022-23), to date, there were a total of 310 student discipline referrals to the elementary school offices/principals.	Discipline records indicate that there were a total of 391 student discipline referrals to the elementary schools.	Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, disciplinary office referrals to the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					elementary school offices/principals will be reduced by 25% overall at the elementary level, as measured by end of year total of referrals in the student information system.
Suspension & expulsion rates maintained by District Office	There were no student expulsions. The suspension rate increased by 5% to 13 suspensions at the school site.	There were no student expulsions. The suspension rate decreased by approximately 1% to 11 suspensions at the school site.	There were 0 student expulsions. The suspension rate decreased by approximately 31% compared to the baseline in 20-21. During the 22-23 school year, there have been an average of 9 suspensions at the elementary level to date.	There were 0 student expulsions. The district suspension rate for 2022-23 was 2.7 % with a total of 52 suspensions district wide.	Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, school suspensions will be reduced by 25% overall at the elementary level and there will be no expulsions, as measured by the suspension & expulsion data maintained by the district office.
School attendance rates maintained by District Office	The school/district attendance rates were 96%. Chronic Absenteeism was 11.14%	The school/district attendance rates for the 2021-22 school year to date is 92.3%. The district Chronic Absenteeism rate is 7.7%.	The school/district attendance rates for the 2022-23 school year to date is 72.9%. The district Chronic Absenteeism rate is 27.1%.	The district chronic absenteeism rate has decreased to 12.4 %. San Miguel Elementary school has a chronic absenteeism rate of	Through positive school climate efforts, parent education, and student support, the chronic absenteeism rate will be reduced to below 10%, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				11.1 %. Mark West Elementary School has a chronic absenteeism rate of 14.2 %, Riebli Elementary School has a chronic absenteeism rate of 11.7 %.	measured by the school's student information system.
Middle School Attendance Rates	N/A	N/A	N/A	N/A	N/A
High School- % of students a-g	N/A	N/A	N/A	N/A	N/A
High School- % of students CTE completion	N/A	N/A	N/A	N/A	N/A
High School-% of students either a-g or CTE completion	N/A	N/A	N/A	N/A	N/A
High School- % of students demonstrating college preparedness	N/A	N/A	N/A	N/A	N/A
High School- % of students passed an AP exam	N/A	N/A	N/A	N/A	N/A
High School- graduation rate	N/A	N/A	N/A	N/A	N/A
High School- dropout rate	N/A	N/A	N/A	N/A	N/A
Other local measures, including survey of			Based on the results of the LEA's	Based on the results of the LEA's	Using local measures, the sense of student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>pupils, parents, and teachers on the sense of school safety and connectedness</p>			<p>YouthTruth survey, 27% of elementary school students surveyed feel like an important part of their school community. Forty-one percent of middle school students feel like a part of their school community. Sixty-eight percent of elementary parents/guardians surveyed feel engaged with their school, and 81% of middle school parents/guardians surveyed feel engaged with school. Eighty-six percent of elementary school staff, including teachers, reported their school creates a positive work environment and 87% of middle school staff, including teachers, reported their school creates a positive work environment.</p> <p>Regarding school safety, the following</p>	<p>YouthTruth survey, 28% of elementary school students surveyed feel like an important part of their school community. Seventy-five percent of elementary parents/guardians surveyed feel engaged with their school. Eighty-five percent of elementary school staff, including teachers, reported their school creates a positive work environment.</p> <p>Regarding school safety, the following data was reported in our YouthTruth Survey. Sixty-four percent of our elementary school students feel safe at school. Our elementary staff, including teachers, reported that 88% feel safe from harm while at their school. Lastly, 81% of parents/guardians of elementary school</p>	<p>connectedness will increase by 10% as measured by the YouthTruth elementary student and middle school student surveys.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>data was reported in our YouthTruth Survey. Sixty-one percent of our elementary school students feel safe at school as compared to 63% of our middle school students reporting they feel safe at school. Our elementary and middle school staff, including teachers, both reported that 87% feel safe from harm while at their school. Lastly, 81% of parents/guardians of elementary school students reported they feel their child's learning environment is safe, and 90% of middle school parents/guardians feel their child's learning environment is safe.</p>	<p>students reported they feel their child's learning environment is safe.</p>	

Goal Analysis

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

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

Planned actions toward the district goal #3 were implemented as intended while some desired outcomes were met others were only partially met with mixed results. While our students receiving support from school counselors report increased improvement in social emotional well being, we are still shy of the goal set at 90%. Students reported progress increased from 71% to 79% in the last year. Challenges have been noted for students' social emotional and behavioral health considering such things as the pandemic, distance learning, and natural disasters. Counseling services continue to be a priority for our district.

Discipline referrals continue to be maintained and monitored to support the needs of our students and inform decisions related to the implementation of Positive Behavior Intervention and Supports (PBIS) through the Building Effective Schools Together (BEST) that teaches expected behavior, provide reinforcements, and opportunities for practice to develop students' fluency in positive behaviors to maintain a safe learning environment.

Student engagement continued to be a focus for our district through the implementation of actions related to attendance, suspensions, and expulsions. Specific emphasis has been placed on monitoring chronic attendance and implementing proactive, preventative measures as well as parent outreach and collaboration to implement attendance contracts and supports for students struggling in this area.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of updates to Summer Enrichment Academy expenditures not known at the time of budget adoption, as well as redistribution of costs between various funding sources.

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

While some actions in this goal area fell short fully meeting the desired outcome, significant progress has been made especially in the area of Chronic Absenteeism. In the last year, the chronic absenteeism rate decreased from 21.1% to 12.4%. This is due to attendance being a priority and focus area for all school sites upon reflection and analysis of the significant increase in chronic absenteeism noted after the pandemic. Effective results were found and believed to be a result of parent and student education regarding updated recommendations/guidelines for keeping students at home due to illness, increased environment print (posters, etc.) encouraging student attendance, parent education focused on the impact of absences and tardies, and targeted interventions such as Student Attendance Review Teams to problem solve and implement contracts involving student, parent, school, and district agreements to increase attendance and reduce tardies that proven to have a successful impact on student attendance rates.

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

The district will continue to implement a goal and actions related to maintaining a safe learning environment and monitoring attendance, office referrals, suspensions, and expulsions while providing a robust counseling program for our students. Based on reflections, implementation of such actions will be strengthened by incorporation more standardization in our data collection to measure progress of our students participating in counseling as well as increase the amount of check-ins to monitor progress more frequently and analyze this data to be utilized to increase efficacy of such programs as Second Step, Toolbox for Learning, and other components of the counseling program provided to students.

Furthermore, the district and site leadership teams will further the work in behavior supports and strengthening the standardization and communication of behavior expectations through a revised student./parent handbook, revised office referral guidelines and forms to increase consistency in data collection to allow analysis of patterns at a deeper level to include such possible factors as motivation and setting to allow for problem solving and proactive strategies to be considered to increase students' engagement and feelings of safety in a positive learning environment.

Actions related to school safety and school connectedness will continue to be implemented with increased fidelity with continued input from our educational partners including students, parents, and staff to increase involvement in school community and foster student involvement in their own education and learning. Our students report lower feelings when asked if they feel as though they are an important part of their school community when compared to families and staff. Further exploration will be necessary to investigate root causes, involve students in providing ideas and strategies to make improvements, adapt existing systems, and monitor effectiveness of such changes in the area of school connectedness.

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

Goals and Actions

Goal

Goal #	Description
4	Each school will establish parent training and informational events and/or activities as well as seek parental input to be utilized in decision making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School maintained logs of parental participation.	School logs indicated that 80% of parents participated in at least one of the 3 major activities (Back To School Night , Open House, and Science Fair) during the 2019-20 school year.	Parental participation rate for Back to School Night was approximately 73%. Due to the pandemic, this activity was held virtually due to adherence to CDPH guidelines in place at the time.	Parental participation rate for Back to School Night was approximately 77%. Overall participation in Open House was approximately 80%. The district has not held an in person science fair since the pandemic and will resume this event during the 2023-24 school year.	Parental participation rate for Back to School Night in was approximately 70% district wide. Riebli Elementary School had 79% participation. San Miguel Elementary School had 77% participation. Mark West Elementary School had 62% participation.	Parental participation rate in at least one of the 3 major activities (Back to School Night, Open House, and Science Fair) will increase to 90%, as measured per parent participation logs maintained by the school.
Parent surveys and participation in parent meetings, trainings/education.	Parental surveys (school, DELAC) in English and Spanish seeking input for parent trainings/education that supports student academic growth and family social-emotional	Parent survey completion rate for the 2021-22 school year show that approximately 13% of parents completed surveys Given parent meetings, trainings,	Families, staff and students participated in the YouthTruth Survey. The participation rate was 72%. Given parent meetings, trainings, education sessions	Families, staff, and students participated in the 2023-24 YouthTruth Survey. The participation rate for families district wide was 69%.Riebli Elementary School had 72% participation. San Miguel	Parent survey completion rate will increase to 35% minimum, per survey event. Given parent meetings, trainings, education sessions developed as a result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>development were utilized by the District in decision-making regarding the topics for parent education, parent training, and development of family resilience.</p> <p>2019-20 surveys show that approximately 15% of parents completed surveys. The parent meetings, trainings, education yielded between 6-19 parent participants, as indicated by parent sign-in logs.</p>	<p>education sessions developed as a result of parental surveys in English and Spanish, the attendance rate was a minimum of 15 at the school level and 35 at the district level.</p> <p>Feedback from our parent community included a need for more support in building trust between teachers and students as well as antibullying and nutrition education.</p>	<p>developed as a result of parental surveys in English and Spanish, the attendance rate was an average of 17 attendees at the district level and an average of 17 as well.</p> <p>Feedback from our parent community included a need for more support in school safety and stronger extracurricular programs.</p>	<p>Elementary School had 68% participation. Mark West Elementary School had 67% participation.</p> <p>Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate ranges from 12-17 attendees in English and 2-4 attendees to the Spanish workshops.</p> <p>DELAC meetings have been held in person with approximately 15% of our English Learners having a family member attend and participate according to sign in sheets.</p>	<p>of parental surveys in English and Spanish, the attendance rate will increase to a minimum of 25 at the school level and 40 at the district level.</p>

Goal Analysis

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

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

As planned, actions in this goal area focused on gathering parental input, utilizing this input in decision making, and increasing parental participation among all families. Parent information, education, and training workshops were offered in both English and Spanish and incorporated feedback from parents utilized to select parent workshop topics, format/delivery, and timing gathered through parent surveys.

Parent outreach utilized social media, phone and email district messengers in English and Spanish, information posted on websites, paper flyers sent home with students, and school newsletters to inform families of upcoming events, meetings, and opportunities to provide their input.

YouthTruth Survey was implemented for the second year to provide information from our families related to their perceptions of their child's school. Several methods were used to solicit parent/guardian participation in the family survey. Participation rates for among the highest in Sonoma County with over 60%.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The addition of the YouthTruth Survey to measure the effectiveness of actions related to family engagement was an effective tool and increased participation among parents far surpassing our goal of 35% minimum participation rate compared to 69% district participation rate in the family survey.

While participation on parent surveys and input gathered from such surveys, allows for more parental input used to inform decision making was very effective, parental participation in major activities such as Back to School Night fell shy of meeting the 90% desired outcome with 70% participation district wide. Similarly participation rates for parent workshops/training remained consistent with just a slight improvement in the number of participants with a range of 14-21 participants over the year.

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

The only changes planned related to this goal and actions is how it will be implemented in the coming year. Further development of needs assessment will take place that will be designed to reach the families and gather information and ideas designed to increase parent engagement in major activities and educational workshops with a focus on reaching the families of students with disabilities. Input will be gathered from School Site Councils, PTA/O groups, members of the District English Language Advisory Committee, teachers, staff, and parents as well as further exploration of family engagement strategies to improve opportunities for parent engagement and involvement. Data collection will involve more “street level” data to provide qualitative data and allow for individual voices to be heard and involved in decision making for our programs designed to support families and strengthen parent and school partnerships.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John B. Riebli Elementary Charter School	Emily Todd Principal	etodd@mwusd.org 707-524-2980

Goals and Actions

Goal

Goal #	Description
1	Create a positive, focused and safe learning environment and culture for all students. Physical facilities and safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided to meet the academic, physical, social, and emotional needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Facilities Inspection Report	Facilities in “Good Repair” category.	Facilities in “Good Repair” category.	Annual Facilities Inspection Reports varied by school site. Riebli - Rated as “good” for systems, cleanliness, electrical, safety, and external. Rated “fair” for restrooms and fountains. Rated “poor” for interior and structural. Comments include: Interior - Permanent classrooms and buildings are eligible for modernization and the District is bringing forth a plan to the Board to remedy. Also, for Structural, the HVAC and roofing are eligible for	Annual Facilities Inspection Reports varied by school site. Riebli-Overall facility rating was fair. Mark West Elementary School received an overall facility rating of "Good". San Miguel Elementary received an overall facility rating of "Good". District in planning stages for site modernization that will address structural and interior needs at Riebli to move from poor and fair rating to good.	Maintain "Good Repair" status for all facilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>modernization and the District is bringing forth a plan to the Board to remedy.</p> <p>Mark West Elementary School - Rated as “good” for systems, interior, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in restrooms and fountains. Overall rating was “good”.</p> <p>San Miguel Elementary - Rated as “good” for systems, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in restrooms/fountains. Kitchens and bathrooms are eligible for modernization. A “poor” rating was obtained in the interior. Four classrooms, library, and MPR need to be modernized. Overall rating was “good”.</p> <p>Mark West Charter School- Rated as “good” in all areas.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall rating was “exemplary”.		
Annual Declaration of Need and SARC	100% of district teachers are highly qualified.	100% of district teachers are highly qualified.	100% of district teachers are highly qualified, with the exception of 2 teachers who are on a Provisional Intern Permit. These 2 teachers are enrolled in the North Coast School of Education and are mentored by district highly qualified teachers.	100% of district teachers are highly qualified.	Maintain 100% highly qualified teachers in the district as reported on SARC.
Human Resources Office Records	100% of new teachers were supported through BTSA.	100% of new teachers were supported through BTSA.	100% of new teachers were supported through Teacher Induction Program formerly known as BTSA.	100% of the new teachers working in our district were supported through Teacher Induction Program formerly known as BTSA.	Maintain BTSA to support 100% of new teachers.

Goal Analysis

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

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

Overall our facilities have remained in “good repair”. There has been some deterioration noted at Riebli School in the interior and structural areas. Permanent classrooms and buildings are eligible for modernization, as is the HVAC and roofing. Regarding highly qualified teachers, this year there is one teachers who is on a Provisional Intern Permit because of challenges with recruitment of math and science teachers to replace one teachers who fulfilled a different role within the district. This intern is being mentored by a highly qualified teacher in the district. Overall, there were no substantive differences to planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The District maintenance department and administration met with local construction consultants to devise a plan to remedy the facility needs and bring them back to a status of “good repair”. The teacher on a Provisional Intern Permit is enrolled in the North Coast School of Education, scheduled to complete the program in 2025, and is mentored by district highly qualified teachers within the school district.

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

The desired outcomes and actions related to facilities, highly qualified teachers, and supporting new teachers has been incorporated into Goal 1 of the 2024-25 LCAP. No significant changes have been made to the related actions and metrics as the plan to improve facilities at Riebli has been developed and it is anticipated that all teachers will be highly qualified at the end of the 24-25 school year.

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	Provide staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards. Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that all students have access to a Broad Course of Study and that Technology is integrated within the Common Core curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District personnel records	One hundred percent of District teachers are properly credentialed and assigned.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment. Two teachers (equivalent to 1.4 full time equivalent or 18% of teachers on site) at Mark West Charter Middle School are on a Provisional Intern Permit. They are enrolled in the North Coast School of Education and are mentored by highly qualified teachers within the school district.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment.	Maintain 100% of District teachers are properly credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site/District level professional development records	Eighty percent of District Teachers participated in District Professional Development.	District PD evaluation survey records indicate that 63% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 84% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 88% of the district teachers participated in District Professional Development offered during the 2023-24 school year.	Ninety five percent participation of District Teachers in District Professional Development
Annual Williams Report (Appropriate Curricular Materials)	The Annual Williams Report indicated that students are provided with standards-based curricular materials.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2021. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2022. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2023. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	The Annual Williams Report will continue to indicate that students are provided with standards-based curricular materials.
Site Level Lesson Plans & Principal Observations	Common Core lessons are developed and used by 100% of the District teachers.	Common Core lesson development has reached the 100% target with regards to	Standards-aligned lesson development has reached the 100% target with regards to	Standards-aligned lesson development has reached the 100% target with regards to	Maintain the development and use of Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		instructional materials and lessons aligned with the CCSS.	instructional materials and lessons aligned with the CCSS and ELD Standards.	instructional materials and lessons aligned with the CCSS and ELD Standards.	lessons by 100% of the District teachers.
Teacher lesson plans (Technology)	All teacher lesson plans indicated that technology is integrated into the curriculum.	Based on administrative review, teachers integrated technology into 85% of the curriculum.	Technology continues to be integrated into the curriculum, Teacher lesson plans and administrative observations show integrated technology use 90% of the time or more in classrooms.	Technology continues to be integrated into the curriculum and learning activities, Teacher lesson plans and administrative observations show integrated technology use over 90% of the instructional day.	Maintain all teacher lessons plans integrate technology into the curriculum.
Formative English Language Matrix and English Language Proficiency Assessments for California (ELPAC)	All teachers will implement the Formative English Language Assessment for EL Students. Baseline data indicates that 7% of EL students are re-designated as fully English proficient and 10% of EL students exhibit growth in English proficiency as measured by the formative assessments.	All teachers have implemented the Formative English Language Assessment for EL Students. Current data indicates that 10% of EL students were re-designated as fully English proficient during the 2021-22 school year and 45% of EL students exhibited growth in English proficiency as measured by the formative assessments, which is an increase of 35%.	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students. Current data indicates that 13% of EL students were re-designated as fully English proficient during the 2022-23 school year and 47% of EL students exhibited growth in English proficiency as measured by the	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English Language Assessment for EL Students in the Fall and Winter. Current data indicates that approximately 14% of EL students will be re-designated and are going through the process of establishing fulfillment of the 4 criteria established for	Increase the percentage of EL students that are redesignated as fully English proficient to at least 10%; and, show a 20% increase in the percentage of total EL students exhibiting English proficiency growth over the course of the school year, as measured by the Student Oral Language Observation Matrix (SOLOM).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			formative assessments.	redesignated as a fully English proficient student during the 2023-24 school year. Mid year data for the Student Oral Language Observation Matrix (SOLOM) indicates 48% of EL students exhibited growth in English proficiency as measured by the formative assessments.	
Access to a Broad Course of Study	The district and schools will maintain ongoing qualitative and quantitative review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies as measured by staff walkthroughs and teacher lesson plans. All students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined	Maintain all students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	by California Education Code 51210 and 51220(a)-(i).	(i) to be measured by staff walkthroughs and teacher lesson plans
California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards.	In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2022.	In 2021-22, 40% of students with economic disadvantages met or exceeded grade level standards. Fourteen percent of students with disabilities met or exceeded grade level standards. Twenty-four percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2023.	In 2022-23, the following results were found in English/Language Arts on the CAASPP: District results 48% of "all" students scored at/above standard 39% of students with economic disadvantages met or exceeded grade level standards. 9% of students with disabilities met or exceeded grade level standards. 13% of our English Learners met or	Increase the percentage of students with economic disadvantages that meet or exceed grade level standards on CAASPP ELA to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>exceeded grade level standards.</p> <p>John B. Riebli Charter School results 42% of "all" students scored at/above standard 31% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>Mark West Elementary School results 51% of "all" students scored at/above standard 44% of students with economic disadvantages met or exceeded grade level standards. 0% of students with disabilities met or</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>exceeded grade level standards. 12% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 50% of "all" students scored at/above standard 36% of students with economic disadvantages met or exceeded grade level standards. 15% of students with disabilities met or exceeded grade level standards. 17% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
California Assessment of Student Performance and Progress (CAASPP) in mathematics	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2021-22, 29% of students with economic disadvantages met or exceeded grade level standards. Fifteen	In 2022-23, the following results were found in mathematics on the CAASPP: District results	Increase the percentage of students with economic disadvantages that meet or exceed grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.</p>	<p>percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2022.</p>	<p>percent of students with disabilities met or exceeded grade level standards. Eleven percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2023.</p>	<p>42% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. Nine percent of students with disabilities met or exceeded grade level standards. Eight percent of our English Learners met or exceeded grade level standards.</p> <p>John B. Riebli Charter School results 32% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p>	<p>level standards on CAASPP math to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Mark West Elementary School results 43% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 0% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 46% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 12% of students with disabilities met or exceeded grade level standards.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>11% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores	In 2018-19, 37% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2021-22, 62% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2022-23, when given the Beginning of the Year (BOY) measures, 58% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 62% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2023-24, when given the Beginning of the Year (BOY) measures, 59% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 65% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals by the end of the 2023-24 school year for their grade level. When given the End of the Year (EOY) measures, 72% of 1st-6th graders performed at or above the benchmark.	Increase the percentage of students that performed at or above the benchmark to 70%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Standards Including EL access to ELD Standards	Standards-aligned lessons are developed and used by 100% of the District teachers.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	Maintain the development and use of Common Core lessons by 100% of the District teachers.

Goal Analysis

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

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

Most differences between planned and actual implementation are non-substantive. We continue to support our teachers with professional development opportunities and have worked to ensure that they are given opportunities to provide timely feedback in an effort to increase participation and engagement.

Our teachers continue to implement formative measures to monitor progress of our English Learners proficiency and have provided professional development to support the transition to a new tool for measuring this that focuses on all 4 domains measured in the ELPAC and will implement this next year.

Our science adoption committee was able to pilot curricula adopted by California and make a recommendation for approval to our district Board of Trustees.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of redistribution of costs between various funding sources, existing employees being utilized to perform additional services, large curriculum purchases, and staffing changes.

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

This year our district and school sites made progress on specific actions that were effective and led to the meeting of desired outcomes during the three-year LCAP cycle. Such successes include meeting our goal of increasing the percentage of students that performed at or above the benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores to 70%. The district effectively met this part of our goal with 72% of our 1st-6th graders performing at or above the benchmark on the DIBELS End of the Year Assessment.

While partial progress was evident on specific actions related to academic progress, the district is still working to implement Multi-Tiered System of Supports (MTSS) to provide targeted and timely intervention to support specific student groups such as our students with disabilities and English Learners progress on the California Assessment of Student Performance and Progress (CAASPP) in both English/Language Arts and mathematics.

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.

Professional development will continue to be an action focused on to support student's progress academically. One change that will be made to the implementation of the action related to our professional development is the scheduling of professional development days in an effort to increase both participation and timely implementation of instructional methods. This year two of our PD days were held in April and May of 2024. Our staff has expressed that this feels late in the school year and thus our PD schedule for the 2024-25 school year has adjusted these two PD days to be at the beginning of November and January.

Professional development will continue to focus on literacy and reading comprehension to continue progress made in the area on local assessments. English Learners will be a focus in our professional development as well as Universal Design for Learning to support our students with disabilities. Interventions for students will be developed through data based problem solving with specific goals by school sites, grade levels, and student groups established and monitored through collaborative, regularly school leadership team meetings and district leadership team meetings.

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	Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Counseling Board Report	The Climate Survey, aligned with the BEST program and the Parent Survey, developed by the School Site Councils, indicate that students increased access to needed support. Individual and group intervention counseling sessions has led to positive school climates.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 90% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 71% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 79% show improvement.	Based on the Counselor progress report data, the percentage of students showing improvement in social-emotional functioning as a result of participating in counseling will increase to 90% of counseled students.
Discipline referrals to elementary school office as maintained in school student information system	In the most recent in-person instruction school year (2019/20), there were a total of 301 student discipline referrals to the elementary school offices/principals.	In the most recent in-person instruction school year (2021-22), to date, there were a total of 139 student discipline referrals to the elementary school offices/principals.	In the most recent in-person instruction school year (2022-23), to date, there were a total of 310 student discipline referrals to the elementary school offices/principals.	Discipline records indicate that there were a total of 391 student discipline referrals to the elementary schools.	Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, disciplinary office referrals to the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					elementary school offices/principals will be reduced by 25% overall at the elementary level, as measured by end of year total of referrals in the student information system.
Suspension & expulsion rates maintained by District Office	There were no student expulsions. The suspension rate increased by 5% to 13 suspensions at the school site.	There were no student expulsions. The suspension rate decreased by approximately 1% to 11 suspensions at the school site.	There were 0 student expulsions. The suspension rate decreased by approximately 31% compared to the baseline in 20-21. During the 22-23 school year, there have been an average of 9 suspensions at the elementary level to date.	There were 0 student expulsions. The district suspension rate for 2022-23 was 2.7 % with a total of 52 suspensions district wide.	Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, school suspensions will be reduced by 25% overall at the elementary level and there will be no expulsions, as measured by the suspension & expulsion data maintained by the district office.
School attendance rates maintained by District Office in the student information system.	The school/district attendance rates were 96%. Chronic Absenteeism was 11.14%	The school/district attendance rates for the 2021-22 school year to date is 92.3%. The district Chronic Absenteeism rate is 7.7%.	The school/district attendance rates for the 2022-23 school year to date is 72.9%. The district Chronic Absenteeism rate is 27.1%.	The district chronic absenteeism rate has decreased to 12.4 %. San Miguel Elementary school has a chronic absenteeism rate of	Through positive school climate efforts, parent education, and student support, the chronic absenteeism rate will be reduced to below 10%, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				11.1 %. Mark West Elementary School has a chronic absenteeism rate of 14.2 %, Riebli Elementary School has a chronic absenteeism rate of 11.7 %.	measured by the school's student information system.
Middle School Attendance Rates	N/A	N/A	N/A	N/A	N/A
High School- % of students a-g	N/A	N/A	N/A	N/A	N/A
High School- % of students CTE completion	N/A	N/A	N/A	N/A	N/A
High School-% of students either a-g or CTE completion	N/A	N/A	N/A	N/A	N/A
High School- % of students demonstrating college preparedness	N/A	N/A	N/A	N/A	N/A
High School- % of students passed an AP exam	N/A	N/A	N/A	N/A	N/A
High School- graduation rate	N/A	N/A	N/A	N/A	N/A
High School- dropout rate	N/A	N/A	N/A	N/A	N/A
Other local measures, including survey of			Based on the results of the LEA's	Based on the results of the LEA's	Using local measures, the sense of student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>pupils, parents, and teachers on the sense of school safety and connectedness</p>			<p>YouthTruth survey, 27% of elementary school students surveyed feel like an important part of their school community. Forty-one percent of middle school students feel like a part of their school community. Sixty-eight percent of elementary parents/guardians surveyed feel engaged with their school, and 81% of middle school parents/guardians surveyed feel engaged with school. Eighty-six percent of elementary school staff, including teachers, reported their school creates a positive work environment and 87% of middle school staff, including teachers, reported their school creates a positive work environment.</p> <p>Regarding school safety, the following</p>	<p>YouthTruth survey, 28% of elementary school students surveyed feel like an important part of their school community. Seventy-five percent of elementary parents/guardians surveyed feel engaged with their school. Eighty-five percent of elementary school staff, including teachers, reported their school creates a positive work environment.</p> <p>Regarding school safety, the following data was reported in our YouthTruth Survey. Sixty-four percent of our elementary school students feel safe at school. Our elementary staff, including teachers, reported that 88% feel safe from harm while at their school. Lastly, 81% of parents/guardians of elementary school</p>	<p>connectedness will increase by 10% as measured by the YouthTruth elementary student and middle school student surveys.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>data was reported in our YouthTruth Survey. Sixty-one percent of our elementary school students feel safe at school as compared to 63% of our middle school students reporting they feel safe at school. Our elementary and middle school staff, including teachers, both reported that 87% feel safe from harm while at their school. Lastly, 81% of parents/guardians of elementary school students reported they feel their child's learning environment is safe, and 90% of middle school parents/guardians feel their child's learning environment is safe.</p>	<p>students reported they feel their child's learning environment is safe.</p>	

Goal Analysis

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

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

Planned actions toward the district goal #3 were implemented as intended while some desired outcomes were met others were only partially met with mixed results. While our students receiving support from school counselors report increased improvement in social emotional well being, we are still shy of the goal set at 90%. Students reported progress increased from 71% to 79% in the last year. Challenges have been noted for students' social emotional and behavioral health considering such things as the pandemic, distance learning, and natural disasters. Counseling services continue to be a priority for our district.

Discipline referrals continue to be maintained and monitored to support the needs of our students and inform decisions related to the implementation of Positive Behavior Intervention and Supports (PBIS) through the Building Effective Schools Together (BEST) that teaches expected behavior, provide reinforcements, and opportunities for practice to develop students' fluency in positive behaviors to maintain a safe learning environment.

Student engagement continued to be a focus for our district through the implementation of actions related to attendance, suspensions, and expulsions. Specific emphasis has been placed on monitoring chronic attendance and implementing proactive, preventative measures as well as parent outreach and collaboration to implement attendance contracts and supports for students struggling in this area.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of redistribution of costs between schools.

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

While some actions in this goal area fell short fully meeting the desired outcome, significant progress has been made especially in the area of Chronic Absenteeism. In the last year, the chronic absenteeism rate decreased from 21.1% to 12.4%. This is due to attendance being a priority and focus area for all school sites upon reflection and analysis of the significant increase in chronic absenteeism noted after the pandemic. Effective results were found and believed to be a result of parent and student education regarding updated recommendations/guidelines for keeping students at home due to illness, increased environment print (posters, etc.) encouraging student attendance, parent education focused on the impact of absences and tardies, and targeted interventions such as Student Attendance Review Teams to problem solve and implement contracts involving student, parent, school, and district agreements to increase attendance and reduce tardies that proven to have a successful impact on student attendance rates.

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

The district will continue to implement a goal and actions related to maintaining a safe learning environment and monitoring attendance, office referrals, suspensions, and expulsions while providing a robust counseling program for our students. Based on reflections, implementation of such actions will be strengthened by incorporation more standardization in our data collection to measure progress of our students participating in counseling as well as increase the amount of check-ins to monitor progress more frequently and analyze this data to be utilized to increase efficacy of such programs as Second Step, Toolbox for Learning, and other components of the counseling program provided to students.

Furthermore, the district and site leadership teams will further the work in behavior supports and strengthening the standardization and communication of behavior expectations through a revised student./parent handbook, revised office referral guidelines and forms to increase consistency in data collection to allow analysis of patterns at a deeper level to include such possible factors as motivation and setting to allow for problem solving and proactive strategies to be considered to increase students' engagement and feelings of safety in a positive learning environment.

Actions related to school safety and school connectedness will continue to be implemented with increased fidelity with continued input from our educational partners including students, parents, and staff to increase involvement in school community and foster student involvement in their own education and learning. Our students report lower feelings when asked if they feel as though they are an important part of their school community when compared to families and staff. Further exploration will be necessary to investigate root causes, involve students in providing ideas and strategies to make improvements, adapt existing systems, and monitor effectiveness of such changes in the area of school connectedness.

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

Goals and Actions

Goal

Goal #	Description
4	Each school will establish parent training and informational events and/or activities as well as seek parental input to be utilized in decision making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School maintained logs of parental participation.	School logs indicated that 80% of parents participated in at least one of the 3 major activities (Back To School Night , Open House, and Science Fair) during the 2019-20 school year.	Parental participation rate for Back to School Night was approximately 73%. Due to the pandemic, this activity was held virtually due to adherence to CDPH guidelines in place at the time.	Parental participation rate for Back to School Night was approximately 77%. Overall participation in Open House was approximately 80%. The district has not held an in person science fair since the pandemic and will resume this event during the 2023-24 school year.	Parental participation rate for Back to School Night in was approximately 70% district wide. Riebli Elementary School had 79% participation. San Miguel Elementary School had 77% participation. Mark West Elementary School had 62% participation.	Parental participation rate in at least one of the 3 major activities (Back to School Night, Open House, and Science Fair) will increase to 90%, as measured per parent participation logs maintained by the school.
Parent surveys and participation in parent meetings, trainings/education.	Parental surveys (school, DELAC) in English and Spanish seeking input for parent trainings/education that supports student academic growth and family social-emotional	Parent survey completion rate for the 2021-22 school year show that approximately 13% of parents completed surveys Given parent meetings, trainings,	Families, staff and students participated in the YouthTruth Survey. The participation rate was 72%. Given parent meetings, trainings, education sessions	Families, staff, and students participated in the 2023-24 YouthTruth Survey. The participation rate for families district wide was 69%.Riebli Elementary School had 72% participation. San Miguel	Parent survey completion rate will increase to 35% minimum, per survey event. Given parent meetings, trainings, education sessions developed as a result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>development were utilized by the District in decision-making regarding the topics for parent education, parent training, and development of family resilience.</p> <p>2019-20 surveys show that approximately 15% of parents completed surveys. The parent meetings, trainings, education yielded between 6-19 parent participants, as indicated by parent sign-in logs.</p>	<p>education sessions developed as a result of parental surveys in English and Spanish, the attendance rate was a minimum of 15 at the school level and 35 at the district level.</p> <p>Feedback from our parent community included a need for more support in building trust between teachers and students as well as antibullying and nutrition education.</p>	<p>developed as a result of parental surveys in English and Spanish, the attendance rate was an average of 17 attendees at the district level and an average of 17 as well.</p> <p>Feedback from our parent community included a need for more support in school safety and stronger extracurricular programs.</p>	<p>Elementary School had 68% participation. Mark West Elementary School had 67% participation.</p> <p>Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate ranges from 12-17 attendees in English and 2-4 attendees to the Spanish workshops.</p> <p>DELAC meetings have been held in person with approximately 15% of our English Learners having a family member attend and participate according to sign in sheets.</p>	<p>of parental surveys in English and Spanish, the attendance rate will increase to a minimum of 25 at the school level and 40 at the district level.</p>

Goal Analysis

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

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

As planned, actions in this goal area focused on gathering parental input, utilizing this input in decision making, and increasing parental participation among all families. Parent information, education, and training workshops were offered in both English and Spanish and incorporated feedback from parents utilized to select parent workshop topics, format/delivery, and timing gathered through parent surveys.

Parent outreach utilized social media, phone and email district messengers in English and Spanish, information posted on websites, paper flyers sent home with students, and school newsletters to inform families of upcoming events, meetings, and opportunities to provide their input.

YouthTruth Survey was implemented for the second year to provide information from our families related to their perceptions of their child's school. Several methods were used to solicit parent/guardian participation in the family survey. Participation rates for among the highest in Sonoma County with over 60%.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The addition of the YouthTruth Survey to measure the effectiveness of actions related to family engagement was an effective tool and increased participation among parents far surpassing our goal of 35% minimum participation rate compared to 69% district participation rate in the family survey.

While participation on parent surveys and input gathered from such surveys, allows for more parental input used to inform decision making was very effective, parental participation in major activities such as Back to School Night fell shy of meeting the 90% desired outcome with 70% participation district wide. Similarly participation rates for parent workshops/training remained consistent with just a slight improvement in the number of participants with a range of 14-21 participants over the year.

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

The only changes planned related to this goal and actions is how it will be implemented in the coming year. Further development of needs assessment will take place that will be designed to reach the families and gather information and ideas designed to increase parent engagement in major activities and educational workshops with a focus on reaching the families of students with disabilities. Input will be gathered from School Site Councils, PTA/O groups, members of the District English Language Advisory Committee, teachers, staff, and parents as well as further exploration of family engagement strategies to improve opportunities for parent engagement and involvement. Data collection will involve more “street level” data to provide qualitative data and allow for individual voices to be heard and involved in decision making for our programs designed to support families and strengthen parent and school partnerships.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mark West Union School District	Dr. Rachel Valenzuela Superintendent	rvalenzuela@mwusd.org 707-524-2970

Plan Summary [2024-25]

General Information

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

Mark West Union School District is located in the Mark West/Larkfield area of Santa Rosa and encompasses the geographic areas of Fulton, Larkfield, Mark West and Wikiup. This unincorporated area lies between the city boundaries of Santa Rosa and Windsor. Close to the Pacific Ocean, the Russian River, the city of San Francisco, and Sonoma and Napa Counties’ famous vineyards, the area provides a varied lifestyle with many opportunities for recreation and the arts. The surrounding hills and quiet neighborhoods create a wonderful environment for children to live and learn. Sonoma State University and Santa Rosa Junior College are nearby. Mark West Union School District serves students from transitional kindergarten through 6th grade in its three elementary schools, Mark West, John B. Riebli, and San Miguel. Our District also offers a middle school experience at the Mark West Charter School for grades 7 and 8 and Mark West Home Study Program for grades TK-8.

This LCAP was developed for all three elementary school sites in the district: John B. Riebli Elementary School, Mark West Elementary School, and San Miguel Elementary School and is a combination of all three LCAPs.

MWUSD Students:

MWUSD has approximately 1238 students in three K-6 elementary schools, plus an additional 101 students in the 7-8 grades Charter School. Districtwide, 55.5% of students are White, 32.9% Hispanic, 7% multiple ethnicities, 2.34% Asian/Pacific Islander, 0.52% African American, and 0.96% Native American. Additionally, 591 (43.8%) qualify for Free/Reduced Price Lunch and 127 (9%) are English Language Learners. A total of 664 students, which does not include Mark West Charter Middle School, currently reside outside district boundaries, which is approximately 52% of the K- 6 students. All 7th/8th grade charter school students and those in the Independent Home Study Program are considered to reside outside of district boundaries.

Mark West Union School District Vision Statement:

Our students will receive an empowering education that will enable them to achieve their personal best, be prepared in skill and mindset for the challenges of the future, and become compassionate, socially responsible, and productive members of our diverse community.

Mark West Union School District Mission Statement:

The Mark West Union School District, supported by an involved community, will personalize, engage, and challenge students to develop the whole child to their highest potential. We are committed to providing a rigorous, inspiring, and inclusive educational program supplemented with social emotional wellness, enhanced with enrichment opportunities, and undergirded with a lens of equity.

Mark West Union School District's Priorities:

1. Student Achievement, Programs and Opportunities: Create a positive, focused, and safe learning environment for all students that addresses equity and inclusion.
2. Student Well Being: Ensure physical and social emotional well-being that is equitable and differentiates and expand resources and services for all students.
3. Professional Growth and Positive Staff Culture: Promote professional growth and a collaborative culture and work environment that supports academic, physical and social emotional well-being with a targeted lens on equity, diversity and inclusion.
4. Parent and Community Involvement: Expand and build relationships and partnerships with parents and the community.
5. Financial Sustainability: Ensure the long-term fiscal health and stability of the District through effective stewardship

Our district offers a district-wide music program and P.E. program. Counseling services are provided for individual students as well as in a group settings to promote friendships. Our students all have access to either a Chromebook or tablet. Families in need of a Wifi hotspot are able to access this as well. Students continue to receive special services such as reading intervention with district reading specialists, intervention is provided with the support of district intervention teachers, students with IEPs continued to receive individualized instruction and blended services supports students needing academic interventions. The district continues to prioritize small class sizes, no combination classes, para educators in all classes, and before and after school programs both for academic support and enrichment. Community based learning has resumed as well after being interrupted due to the COVID-19 pandemic. The district is preparing to fully implement Multi-Tiered System of Supports to address the needs of all students in the district. Multi-tiered system of supports (MTSS) is an all hands on deck approach to promoting success for ALL students. MTSS looks at the whole child; not just focusing on academics, behavior OR social emotional learning separately, but rather how these components are intertwined. MTSS provides our schools with a proactive system that targets instructional supports and interventions based on individual student's strengths and areas of need.

The Mark West Union School District and our community have demonstrated resilience in the face of various challenges over the past several years including:

1. The Tubbs Fire caused significant damage to our community including the loss of lives and homes in October 2017. Students at Riebli Elementary School were displaced to the other elementary school sites for 2 months. The other two elementary sites saw an increase of students on their campuses.
2. The Camp Fire in November of 2018 impacted the air quality and schools closed.
3. Due to wildfire risk, our community endured PG & E Public Power Shot Off (PSPS) days and school was held, if possible, without electricity.
4. The global pandemic due to COVID-19 our community to "shelter in place" and schools to shift to "distance learning" began in March of 2020.
5. Most recently, this year our district closed for a day due to power outages affecting our schools caused by a significant rain storm. San Miguel held school the next day without power.

Despite these challenges, the Mark West Union School District continues to devote our time, energy, and resources to the important work of educating our you in a way that reflects our mission, vision, and priorities to improving outcomes for all of the students we serve and the greater community. Through the process of implementing a Multi-Tiered System of Support (MTSS), the Mark West Union School District will continue to engage in collaborative, data based problem solving processes.

Reflections: Annual Performance

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

All the local indicators on the 2023 CA Dashboard "met" the standard. On the 2023 CA Dashboard, the performance areas that were are the top two levels were:

- * mathematics and suspension rate were in the "green" performance category for Mark West Elementary School
- * english/language arts and mathematics were in the "green" performance category for San Miguel Elementary School

Upon the review of our local data, some of our success for the 2023-24 school year include:

- * District wide our suspension rates have decreased from 3.5% in 2022-23 to 2.7% in 2023-24
- *The district chronic absenteeism rate has decreased to 12.4 %. San Miguel Elementary school has a chronic absenteeism rate of 11.1 %. Mark West Elementary School has a chronic absenteeism rate of 14.2 %, Riebli Elementary School has a chronic absenteeism rate of 11.7 %.
- * RFEP rates continue to increase and RFEP students continue to be among our highest performing student groups academically
- * Professional development participation is increasing with a 5% increase in participation in 2023-24
- *Parents and families' sense of connectedness to their school has increased from 68% to 75%
- * Students, staff, and families at our elementary and middle school report an increased sense of school safety
- *District wide our YouthTruth survey participation rate was among the highest in Sonoma County.

There were two elementary schools, Mark West Elementary School and John B. Riebli Elementary School, within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; Mark West Elementary School The performance area that was at the lowest performance area at both John B. Riebli and Mark West Elementary School was Chronic Absenteeism.

The student groups within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard include students with disabilities in the performance areas of both English/Language Arts and mathematics at the elementary schools. All students, including English Learners, socioeconomically disadvantaged students, students with disabilities, Hispanic, and White, received the lowest performance level in the area of Chronic Absenteeism.

On the 2023 Dashboard, the student groups within Mark West Elementary School hat received the lowest performance level on Chronic Absenteeism were English Learners, Hispanic, Socioeconomically Disadvantaged, White students, as well as students with disabilities. The student groups within John B. Riebli Elementary School hat received the lowest performance level on Chronic Absenteeism were Hispanic and Students with Disabilities. San Miguel Elementary School had no student groups receive the lowest performance level.

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Through an analysis of local data, the following areas of improvement have been identified:

*Students with Disabilities performance in ELA and Math and Chronic Absenteeism at our elementary schools

*Chronic Absenteeism rates are high

*Continue the implementation of MTSS especially Tier 2 and Tier 3 supports for students need academic and social emotional learning/behavioral interventions

Reflections: Technical Assistance

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

Our LEA is eligible for technical assistance also known as Differentiated Assistance due to the lack of progress for our students with disabilities in the areas of Chronic Absenteeism, English/Language Arts and mathematics. The Mark West Charter School is eligible for differentiated assistance in the performance areas of Chronic Absenteeism and Suspensions due to lack of progress for our socioeconomically disadvantaged and White student groups. The following is a summary of the work underway as part of receiving differentiated assistance:

1. Participation in Sonoma County Office of Education's Continuous Improvement Support Collaborative designed specifically for Differentiated-Assistance eligible school districts and charter schools, this collaborative initiative offers tailored services, resources, and assistance to support your team in achieving improved student outcomes.
2. Utilization of data based problem solving to identify a problem of practice at each of our school sites
3. Site teams working toward the development of an urgent articulated problem

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

The schools within the LEA that have been identified for Additional Targeted Support and Improvement (ATSI) based on the criteria in California's Every Student Succeeds Act (ESSA) Plan in 2023-24 are:

* Mark West Elementary School

* John B Riebli Elementary School

Both schools' eligibility was based on the performance of the Students with Disabilities Student Group.

Support for Identified Schools

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

All schools within the LEA are working on the implementation of MTSS involving the following support and improvement plans:

- *Utilizing common academic assessments throughout the school year
- *The development of an Early Warning System (EWS) to proactively and efficiently identify students struggling in one or more areas of the whole child including: academics, attendance, behavior, and social emotional learning
- *A process for analyzing data used consistently throughout the district
- *The use of data based problem solving practices to determine problem of practice, root causes, goal setting, and action planning
- *Strategic use of support services including intervention for Tiers 2 and 3 and our students with disabilities
- *Focusing professional development on evidence based best practices for Universal Access at Tier 1

Monitoring and Evaluating Effectiveness

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

The schools within our LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement through:

- *Continuous progress monitoring of students
- *Monthly Site Leadership Team meetings to support continuous improvement and further goal setting and action planning the data based problem solving
- *Participating in the MTSS Planning for Success and Sustainability process
- *Regular progress checks to evaluate the fidelity of our implementation process

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents provided input in a variety of ways throughout the 2023-24 school year including a local survey at Back to School Night, regular PTA/O meetings, YouthTruth Survey (January 2024), and parent workshops. A public hearing was held in June 2024 with an agenda posted at least 72 hours before the public hearing.
Students	Students voice and input were gathered through input at ongoing Student Council meetings and Leadership meetings at MWCS. Student perceptions were captured in YouthTruth Survey (January 2024)
Teachers	Teachers provided input on LCAP in the following ways: staff meetings, YouthTruth Survey (January 2024), professional development feedback surveys at each district day and PD day throughout the school year.
Principals and Administrators	Principals and administrators provided input on LCAP during monthly district leadership meetings and principal meetings, YouthTruth Survey (January 2024),
Other School Personnel	Classified staff provided input on the LCAP in the following ways: YouthTruth Survey (January 2024), meetings, and their local bargaining unit
Local Collective Bargaining Units	MARFAC and CSEA board meetings held monthly and provided input utilized in the LCAP.
District English Language Advisory Committee/English Language Advisory Committees	District English Language Advisory Committee/English Language Advisory Committees provided input during meetings throughout the year (Ongoing, May 2024), YouthTruth Survey (January 2024),

Educational Partner(s)	Process for Engagement
	Educational Partner LCAP input prompts, and needs assessment survey (April 2024)
School Site Councils	Parents, staff, and teachers provided input on the LCAP during School Site Council meetings at each school site in May 2024.
Special Education Local Plan Area	The Director of Instructional Services consulted with the special education local plan area administrator to determine that specific actions for individuals with exceptional needs are included (May 2024)

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

Input received by educational partners provided recommendations to continue current programs and utilize data analysis to determine the overall goals. The goals and actions in the District’s LCAP were specifically designed to address input received from our educational partners and align with our Strategic Plan. In order to support the need for stronger academic challenge and instructional methods as reported in student survey feedback, the District will further implement a dynamic academic intervention and enrichment program for all students through the implementation of Multi-Tiered System of Supports (MTSS) which emphasizes the creation of early warning systems, tiered interventions, and strategically monitoring progress made towards the goal of creating a positive, focused and safe learning environment for all students and providing standards-aligned curricular materials and instruction in Reading/Language Arts, mathematics, history/social studies, and science. Another goal that will be monitored is focused on maintaining a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students. Based on input from our educational partners, our LEA will be focused on improving existing school safety initiatives and continue to provide social emotional learning lessons and anti bullying curriculum to all students in order to promote the feeling of safety at schools. School sites will further examine the root causes related to school connectedness as it relates to our students. Leadership meetings and staff meetings will examine ways to increase students' feeling of school connectedness as results indicate their perceptions in this area are less positive than both parents/families and staff. Parents and community involvement is crucial to the success of our students. An LCAP goal is centered on continuing to promote parental involvement and provide trainings, informational events, and other parent/community activities. Based on input from our families, particular emphasis will be placed on developing more opportunities for parents to be a part of decision making at both the school site and district level.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To provide all students with a learning environment that provides access to current content standards, educational opportunities, and programs for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is considered to be a foundational goal that will ensure our students have equal access to educational opportunities in a positive learning environment with nutritional meals, materials, highly qualified teachers, and expanded access for unduplicated students such as students from low income households, English Learners, Foster Youth, and Students with Disabilities This goal was developed based on input from our educational partners as well as state priorities related to conditions of learning. The state priorities addressed by this goal align with the district priorities. Specifically, the actions will support increased equity and inclusion for all students in a positive, focused, and safe-learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities in Good Repair on FIT	Annual Facilities Inspection Reports varied by school site. Riebli-Overall facility rating was fair. Mark West Elementary School received an overall facility rating of "Good". San Miguel Elementary received an overall facility rating of "Good".			All facilities found to be in good repair	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	School nutrition	The district offers both breakfast/snack and lunch to our students daily.			Maintain school nutrition program	
1.3	Williams Settlement Annual Report	100% of students have access to their own copies of standards-aligned instructional materials			Maintain 100% of students have access to their own copies of standards-aligned instructional materials	
1.4	Properly Credentialed Teachers as monitored by Human Resources.	100% are properly credentialed and highly qualified			Maintain 100% highly qualified teachers	
1.5	Implementation of the Standards (Local Indicator) Detailed data can be found in the Local Indicator Report	Local indicator: Met 100% of students with a digital device 100% of teachers reporting full implementation of CA Content Standards 100% of teachers reporting full implementation of ELD standards 100% of teachers reporting full implementation of ELA 100% of teachers reporting full implementation of math 100% of teachers reporting full implementation of science			Maintain 100% Implementation of Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of teachers reporting full implementation of social science				
1.6	EL Access to CA Standards including ELD Standards	100% of ELs have access to CA Content Standards and ELD Standards			Maintain 100% of ELs have access to CA Content Standards and ELD Standards	
1.7	Access to/Enrollment in a Broad Course of Study (Local Indicator)	100% of elementary students are enrolled in ELA, math, social science, VAPA, health and PE courses.			Maintain 100% of elementary students are enrolled in ELA, math, social science, VAPA, health and PE courses.	
1.8	Access to Programs and Services developed and provided to unduplicated pupils and individuals with exceptional needs	Expanded Learning Programs were accessed by 23% of our students. Of these students: Title I (low income) 28% EL 17% SWD 20% Foster 2%			Increase participation by 3 to 5% annually	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Facilities	School facilities will continue to be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintaining all facilities in "good repair"	\$688,000.00	No
1.2	School meal program	The district is supporting the National School Lunch and Breakfast Program in order to provide our students with nutritious meals.	\$170,000.00	Yes
1.3	Instructional Materials	All students will be provided with standards-based curricular materials	\$112,000.00	No
1.4	Highly qualified teachers	District teachers will be highly qualified and appropriately credentialed for their teaching assignment. Newly credentialed teachers will continue to be	\$162,946.00	No

Action #	Title	Description	Total Funds	Contributing
		supported through highly qualified mentors and the Teacher Induction Program		
1.5	Implementation of the Standards/Frameworks	The district continues to support teachers in order to implements high quality lessons in ELA, math, history/social studies, and NGSS using curriculum aligned to the CA State Standards and Frameworks	\$9,232,223.00	No
1.6	English Learners Instruction and Support	The district will continue to provide appropriate instruction for EL students that includes designated and integrated approaches using common core aligned ELD curriculum and grade level curriculum. Additional support will be provided beyond the core instructional minutes.	\$122,815.00	Yes
1.7	Access to Broad Course of Study	The district and schools will maintain ongoing qualitative and quantitative review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies.	\$5,438.00	No
1.8	Programs and Services for unduplicated students and students with exceptional needs	Programs and services will be developed and provided to our unduplicated students and individuals with exceptional needs beyond the regular school day .	\$81,772.00	Yes
1.9	Instructional Technology	The district will provide and improve the use of instructional technology including 1:1 Chromebook program, providing hotspots, Clever, educational apps, and software to support student learning, tech and keyboarding skills.	\$700.00	No
1.10	Visual and Performing Arts (VAPA)	The district will provide all students access to subjects such as dance, theater, music, and visual arts.	\$152,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To empower all students to reach their fullest potential in academics in core areas including English/Language Arts, mathematics, and language development.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is in alignment with the district strategic plan, educational partner input, and state priorities related to pupil outcomes. Students were not progressing in English Language Arts and Math at the rate we were expecting, most especially our students with disabilities. populations. Additionally, we have been examining the rate of progress of our English Learners toward English Language Proficiency and have found that our students have had a stronger rate of progress in past years. There is much needed room for improvement in this area. Focusing on this goal will serve to empower our students thus ensuring that each student has the tools for success in middle school, high school, college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Academic Indicator (CAASPP) % at/above standard	In 2022-23, the following results were found in English/Language Arts on the CAASPP: District results 48% of "all" students scored at/above standard 39% of students with economic disadvantages met or			Increase 3-5% each year in each category	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>exceeded grade level standards. 9% of students with disabilities met or exceeded grade level standards. 13% of our English Learners met or exceeded grade level standards.</p> <p>John B. Riebli Charter School results 42% of "all" students scored at/above standard 31% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>Mark West Elementary School results 51% of "all" students scored at/above standard 44% of students with economic</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>disadvantages met or exceeded grade level standards. 0% of students with disabilities met or exceeded grade level standards. 12% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 50% of "all" students scored at/above standard 36% of students with economic disadvantages met or exceeded grade level standards. 15% of students with disabilities met or exceeded grade level standards. 17% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Math Academic Indicator (CAASPP) % at/above standard	<p>In 2022-23, the following results were found in mathematics on the CAASPP:</p> <p>District results 42% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. Nine percent of students with disabilities met or exceeded grade level standards. Eight percent of our English Learners met or exceeded grade level standards.</p> <p>John B. Riebli Charter School results 32% of "all" students scored at/above standard 13% of students with economic disadvantages met or exceeded grade level standards. 5% of students with disabilities met or exceeded grade level standards.</p>			Increase 3-5% each year in each category	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>8% of our English Learners met or exceeded grade level standards.</p> <p>Mark West Elementary School results 43% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 0% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>San Miguel Charter results 46% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards. 12% of students with disabilities met or</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>exceeded grade level standards. 11% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>				
2.3	English Learner Progress (CAASPP and ELPAC)	<p>CAASPP Results Thirteen percent of our English Learners met or exceeded grade level standards on the CAASPP in English/Language Arts</p> <p>Eight percent of our English Learners met or exceeded grade level standards on the CAASPP in math.</p> <p>ELPAC Results District Results 17.86% of English Learners demonstrated proficiency on the ELPAC</p> <p>John B. Riebli Charter School results 12.5% of English Learners demonstrated</p>			Increase a minimum of 3% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>proficiency on the ELPAC</p> <p>Mark West Elementary School results 14.29% of English Learners demonstrated proficiency on the ELPAC</p> <p>San Miguel Charter School results 27.59% of English Learners demonstrated proficiency on the ELPAC</p>				
2.4	English Learner Reclassification Rate	Current data indicates that approximately 14% of EL students will be re-designated and are going through the process of establishing fulfillment of the 4 criteria for redesignation as a fully English proficient student during the 2023-24 school year.			Increase a minimum of 3% each year.	
2.5	Pupil Outcomes in ELA and Math (Local Common/Benchmark Assessment Data) STAR Reading, STAR math, and DIBELS	In 2023-24, when given the DIBELS: Beginning of the Year (BOY) measures, 59% of students performed at or above the benchmark. When			Increase 3-5% each year in each category	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>given the DIBELS: Middle of the Year (MOY) measures, 65% of 1st-6th graders performed at or above the benchmark indicating that these students were likely to meet literacy goals by the end of the 2023-24 school year for their grade level. When given the End of the Year (EOY) measures, 72% of 1st-6th graders performed at or above the benchmark.</p> <p>DIBELS 2024 (End of the Year Benchmark) Mark West District Schools DIBELS Results (% of students performing at or above benchmark) John B. Riebli Elementary School = 73% Mark West Elementary School = 69% San Miguel Elementary School = 75%</p> <p>STAR reading (% of students performing at or above benchmark)</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>End of the Year Benchmark: John B. Riebli Elementary School 2nd grade = 61% 3rd grade = 69% 4th grade = 63% 5th grade = 53% 6th grade = 63%</p> <p>Mark West Elementary School 2nd grade = 63% 3rd grade = 68% 4th grade = 61% 5th grade = 59% 6th grade = 60%</p> <p>San Miguel Elementary School 2nd grade = 78% 3rd grade = 68% 4th grade = 53% 5th grade = 45% 6th grade = 53%</p> <p>STAR math(% of students performing at or above benchmark) End of the Year Benchmark: John B. Riebli Elementary School 2nd grade = 59% 3rd grade = 70% 4th grade = 64% 5th grade = 52% 6th grade = 64%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mark West Elementary School 2nd grade = 69% 3rd grade = 71% 4th grade = 78% 5th grade = 64% 6th grade = 70% San Miguel Elementary School 2nd grade = 72% 3rd grade = 75% 4th grade = 70% 5th grade = 62% 6th grade = 81%				
2.6	Professional development records and personnel records	District PD sign in sheets indicate that 88% of the district teachers participated in District Professional Development offered during the 2023-24 school year.			Ninety five percent participation of District Teachers in District Professional Development	
2.7	Percentage of students who successfully completed a-g requirement	N/A			N/A	
2.8	Percentage of students who successfully completed CTE course requirements	N/A			N/A	
2.9	Percentage of students who completed either a-g AND CTE course requirements	N/A			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of students demonstrating college preparedness as measured by the EAP	N/A			N/A	
2.11	Percentage of pupils who passed the AP exam with a score of 3 or higher	N/A			N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Monitor student progress in English/Language	Use assessment data to inform instructional decisions and identify areas where students may need additional support and targeted instruction in English/Language Arts	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Arts including students with exceptional needs			
2.2	Monitor student achievement and outcomes in mathematics including students with exceptional needs	Use assessment data to inform instructional decisions and identify areas where students may need additional support and targeted instruction in mathematics	\$0.00	No
2.3	Monitor English Learner progress	Teachers and paraeducators working with English Learners will use the Observation Protocol for Teachers of English Learners (OPTTEL) to monitoring and evaluating the academic language use of EL students as well as monitoring progress on the Summative English Language Proficiency Assessments for California (ELPAC) to measure English learner's progress toward English language proficiency.	\$0.00	Yes
2.4	Monitor student progress toward English fluency	Reclassification, the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status, rates will be monitored annually.	\$0.00	Yes
2.5	Monitor student progress on local assessments in ELA and mathematics	Assessment data will be collected and analyzed to identify trends, patterns, and areas where students may need additional support or enrichment in Math and ELA. Data based problem solving will be used to inform instructional decisions and adjust teaching strategies accordingly.	\$8,401.00	No
2.6	Develop, implement, and monitor MTSS resources for supporting unduplicated students who need extra/remedial support	Intervention teachers, reading specialists, counselors, counseling interns, and paraeducators are involved in the development, implementation, and monitoring of the district's Multi-Tiered System of Supports (MTSS). Professional development will be provided to all staff to support the development and implementation of MTSS with priority given to unduplicated students and programs and interventions that support their progress in academic, social emotional and behavioral learning. In addition, district provides additional classroom teachers to lower class	\$2,022,869.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sizes and strive to have no combination classes to maximize the strength of our Tier 1 universal access as well as allowing for differentiated, small group, and individualized instruction in Tiers 2 and 3.		
2.7	Identification and supports for students with disabilities	The district will continue to provide a school psychologist, school nurse, counselors, RSP teachers, SDC teachers, speech teacher, RSP instructional assistants, and SDC instructional assistants to support and identify students with disabilities.	\$1,889,640.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement, Growth, Climate, and Culture: To cultivate a safe school community where - students, parents, teachers, and staff - are actively involved	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is in alignment with district priorities centered around engagement and priority for all educational partners to feel valued, and collaborate to create a positive learning environment that supports student growth and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input in decision making (Local Data) YouthTruth Survey	<p>I feel empowered to play a meaningful role in decision-making at my school.</p> <p>District=54% (all elementary sites)</p> <p>TK parents=63%</p> <p>Kinder parents=62%</p> <p>1st grade parents=54%</p> <p>2nd grade parents=55%</p> <p>3rd grade parents=49%</p> <p>4th grade parents=52%</p> <p>5th grade parents=47%</p> <p>6th grade parents=53%</p> <p>I feel valued by my school.</p>			Increase by 6% across school sites or 90%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District=77% (all elementary sites) TK parents=79% Kinder parents=84% 1st grade parents=76% 2nd grade parents=79% 3rd grade parents=77% 4th grade parents=73% 5th grade parents=67% 6th grade parents=80% YouthTruth Family Participation Rate District (all elementary sites)= 69% MWE=62% RB=72% SM=68%				
3.2	Parental participation in programs for unduplicated and individuals with exceptional needs (Local Data) YouthTruth Survey	Parent/family members are included in planning school activities. District (all elementary sites) Spanish speaking parents =70% English speaking parents=53% I feel empowered to play a meaningful role in decision-making at my school. District (all elementary sites) Parents of students with disabilities=60%			Increase by 6% across school sites or 90%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents of general education students=55%				
3.3	Student enrollment data	<p>Local data for 2023-24 School Year (May 2024): MWUSD has approximately 1238 students enrolled in three K-6 elementary schools, plus an additional 101 students in the 7-8 grades Charter School.</p> <p>Enrollment by elementary school site (May 2024): John B. Riebli: 411 Mark West Elementary: 423 San Miguel: 404</p>			Increase by 3-5% each year	
3.4	Chronic Absenteeism: California Dashboard Local Data	<p>Local data for 2023-24 School Year (May 2024): The district chronic absenteeism rate has decreased to 12.4 %. San Miguel Elementary school has a chronic absenteeism rate of 10.9 %. Mark West Elementary School has a chronic absenteeism rate of</p>			Reduce chronic absenteeism to 10% or less across all school sites.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>14.2 %, Riebli Elementary School has a chronic absenteeism rate of 11.7 %. The middle school chronic absenteeism rate has decreased to 12.9 %.</p> <p>CA Dashboard 2023 Information (schools in lowest performance area)</p> <p>Chronic absenteeism rates for student subgroups:</p> <p>Mark West Elementary School All: 27% Students with disabilities: 52.1% White: 21% Socioeconomically disadvantaged: 35.2% Hispanic: 36% English Learners: 40%</p> <p>San Miguel Elementary School Students with disabilities: 26.4%</p> <p>Riebli N/A</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Attendance Rate	<p>Local data regarding Average Daily Attendance (May 2024) The district's average daily attendance = 94.5%</p> <p>Average daily attendance by elementary school site (May 2024): John B. Riebli: 94.8% Mark West Elementary: 94.0%% San Miguel: 95.1%</p>			Increase to and/or maintain 95%+ attendance rate.	
3.6	Suspension and Expulsion Rates California Dashboard	<p>There were 0 student expulsions. The district suspension rate for 2022-23 was 2.7 % with a total of 52 suspensions district wide.</p> <p>CA Dashboard 2023 Information Mark West Elementary School Suspension Rate: 1.7% San Miguel Elementary School Suspension Rate: 1.7% John B. Riebli Elementary School Suspension Rate: 3%</p>			Maintain 0 expulsions across all school sites. Decrease to obtain 2% or below suspension rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Sense of School Safety Local Indicator YouthTruth Survey	<p>My child's learning environment is safe. District parents=78% MWE=78% RB=82% SM=84%</p> <p>Do you feel safe at school? District students (all elementary sites)=64% MWE=61% RB=66% SM=64%</p> <p>I feel safe from harm while at my school. District staff (all elementary sites)=88% MWE=90% RB=84% SM=91%</p>			Increase by 6% across school sites or 90%+	
3.8	Sense of School Connectedness Local Indicator YouthTruth Survey	<p>I feel engaged with my school. District parents=75% MWE=74% RB=74% SM=77%</p> <p>My school is cooperative and team-oriented. District staff=87%</p>			Increase by 6% across school sites or 90%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>MWE=90% RB=82% SM=89%</p> <p>Do you feel like an important part of your school? District students (all elementary sites)=28% MWE=29% RB=23% SM=31%</p>				
3.9	<p>Professional Development and Support</p> <p>Local measures YouthTruth data Participation Rates</p>	<p>I have access to meaningful professional development. District staff=50% MWE=51% RB=49% SM=50%</p> <p>My school supports me in implementing what I have learned in professional development. District staff=55% MWE=63% RB=66% SM=36%</p>			Increase by 6% across school sites or 90%+	
3.10	Middle School Dropout Rate	N/A			N/A	
3.11	High School Dropout Rate	N/A			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	High School Graduation Rate	N/A			N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement/School Culture	By prioritizing family engagement in decision making, our district and school community can create a more inclusive, supportive, and enriching educational experience for all students.	\$0.00	No
3.2	Family Engagement for unduplicated students and	By centering family engagement in decision making around the unique needs of unduplicated students and students with exceptional needs, we will work towards creating more inclusive, equitable, and culturally responsive learning environments. Parent/community outreach will be	\$42,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students with disabilities	maintained through advisory committees, websites, social media platforms, and other means of communication in English and Spanish.		
3.3	Student enrollment	We commit to implementing targeted outreach and enrollment strategies that prioritize equity and inclusion, ensuring that all have access to the high quality educational opportunities provided by the Mark West Union School District.	\$0.00	No
3.4	Chronic absenteeism	The district will incorporate a holistic approach to decrease chronic absenteeism that addresses both individual and systemic factors and regular monitoring and outreach to support all students with an emphasis on specific subgroups including: students with disabilities, English Learners, low income students, Hispanic, and White students.	\$0.00	Yes
3.5	Attendance	Improve overall attendance rates through education of students and families on attendance importance, promotion of positive school culture, assessing current attendance data, and implement early intervention strategies	\$0.00	No
3.6	Suspensions and Expulsions	Implement proactive measures and multi-faceted approach to disciplinary problems while promoting a positive school climate and alternative disciplinary measures to reduce suspensions and expulsions.	\$727,295.00	No
3.7	School Safety	Implement proactive safety measures to ensuring school safety where students, teachers, and staff feel a sense of security and preparedness.	\$0.00	No
3.8	School connectedness	Continuously monitor progress towards the goal of enhancing school connectedness through regular surveys, focus groups, and feedback mechanisms. Adjust strategies as needed based on evaluation results and integrate and utilize school counselors to Integrate SEL curriculum and	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		activities into the school curriculum to promote self-awareness, empathy, communication skills, and positive relationships among students		
3.9	Professional development & Support	Offer regular professional development and on going support to help all staff develop new skills, enhance existing ones, and stay updated on best practices.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,111,011.00	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.266%	1.058%	\$135,237.00	9.324%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: School meal program</p> <p>Need: Food insecurity can impact our low income students and Foster Youth students to a greater degree than other students.</p> <p>Scope:</p>	School meals promote good nutrition and improve health and learning, according to research. The meal program is provided on an LEA wide basis due to the high cost of living in California. Limiting free school lunches to families who meet a certain income threshold would be harmful to children’s health.	School nutrition program records

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	<p>Action: English Learners Instruction and Support</p> <p>Need: Current performance in state testing and local assessments indicate a need to increase the educational outcomes and opportunities for our English Learners.</p> <p>Scope: LEA-wide</p>	By providing appropriate designated ELD and integrated ELD instruction tailored to the needs of English Learners, our district can ensure that ELs have equitable access to content and opportunities to develop language proficiency in alignment with ELD standards, ultimately supporting their academic success and social-emotional well-being.	EL Access to CA Standards including ELD Standards
1.8	<p>Action: Programs and Services for unduplicated students and students with exceptional needs</p> <p>Need: On the 2023 CA Dashboard for both ELA and math academic indicators (grades 3-8), students with disabilities and unduplicated students performed lower than "all" students, demonstrating a performance gap between unduplicated students, students with disabilities, and "all" students.</p> <p>Scope: LEA-wide</p>	Our intervention programs prioritize the needs of our unduplicated students first; however, if there is a student that demonstrates a need for intervention and there is space available, we will provide this intervention to other students if possible.	Access to Programs and Services developed and provided to unduplicated pupils and individuals with exceptional needs
2.3	<p>Action: Monitor English Learner progress</p> <p>Need:</p>	By regularly progress monitoring our English Learners using the OPTEL and local assessment data, our district will be able to provide timely and targeted interventions that support English Learner	English Learner Progress (CAASPP and ELPAC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Thirteen percent of our English Learners met or exceeded grade level standards on the CAASPP in English/Language Arts. Eight percent of our English Learners met or exceeded grade level standards on the CAASPP in math.</p> <p>Scope: LEA-wide</p>	<p>progress on both the ELPAC and the CAASPP statewide assessments.</p>	
<p>2.6</p>	<p>Action: Develop, implement, and monitor MTSS resources for supporting unduplicated students who need extra/remedial support</p> <p>Need: Both state and local indicators show that in ELA and mathematics there is a need for intervention at Tiers 2 and 3 for our unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>The MTSS framework focuses on prevention by providing early intervention and support to students who may be at risk , such as ELs, Foster Youth, and Low Income students will receive additional support or individualized support.</p>	<p>Professional development records and personnel records</p>
<p>3.2</p>	<p>Action: Family Engagement for unduplicated students and students with disabilities</p> <p>Need: While family engagement can benefit all students, unduplicated students and those with disabilities often require a greater degree of parental involvement and advocacy than their peers if these children are to realize school success. Academic performance data</p>	<p>Family engagement provides an opportunity to foster relationships with families and provide guidance for support with homework and outside of school activities that promote success in school.</p>	<p>Parental participation in programs for unduplicated and individuals with exceptional needs (Local Data) YouthTruth Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>indicates that our students who are from lower income homes, are English Learners, or students with disabilities are performing lower compared to all students.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Chronic absenteeism</p> <p>Need: The California Dashboard indicates that 43.1% of our English Learners were chronically absent in 2022-23; 36.3% of our socioeconomically disadvantaged students were chronically absent in 2022-23.</p> <p>Scope: LEA-wide</p>	<p>Data analysis plays a pivotal role in understanding and addressing attendance issues—which start to show signs of a problem as early as the first month of the school year. Regularly monitoring of chronic absenteeism rates Data-driven approaches allow the district to implement early warning systems that identify students at risk of chronic absenteeism. By establishing specific criteria and using attendance data, schools can flag students who might need additional support.</p>	<p>Chronic Absenteeism: California Dashboard Local Data</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	<p>Action: Monitor student progress toward English fluency</p>	<p>Monitoring our English Learner Reclassification Rate will allow our district to determine how effective our ELD integrated and designated</p>	<p>English Learner Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Current data indicates that approximately 14% of EL students will be re-designated during the 2023-24 school year.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	instruction is for our English Learners and avoid Long Term English Learners.	

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

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$13,440,858.00	\$1,111,011.00	8.266%	0.000%	8.266%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,053,849.00	\$508,324.00	\$1,528,124.00	\$330,851.00	\$15,421,148.00	\$14,359,887.00	\$1,061,261.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	School Facilities	All		No					\$0.00	\$688,000.00	\$688,000.00	\$0.00	\$0.00	\$0.00	\$688,000.00
1	1.2	School meal program	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$170,000.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00
1	1.3	Instructional Materials	All		No					\$0.00	\$112,000.00	\$0.00	\$112,000.00	\$0.00	\$0.00	\$112,000.00
1	1.4	Highly qualified teachers	All		No					\$143,565.00	\$19,381.00	\$132,481.00	\$13,899.00	\$0.00	\$16,566.00	\$162,946.00
1	1.5	Implementation of the Standards/Frameworks	All		No					\$9,232,223.00	\$0.00	\$9,232,223.00	\$0.00	\$0.00	\$0.00	\$9,232,223.00
1	1.6	English Learners Instruction and Support	English	Learners	Yes	LEA-wide	English Learners	All Schools		\$109,125.00	\$13,690.00	\$109,125.00	\$0.00	\$0.00	\$13,690.00	\$122,815.00
1	1.7	Access to Broad Course of Study	All		No					\$5,438.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,438.00	\$5,438.00
1	1.8	Programs and Services for unduplicated students and students with exceptional needs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$80,272.00	\$1,500.00	\$0.00	\$81,772.00	\$0.00	\$0.00	\$81,772.00
1	1.9	Instructional Technology	All		No					\$0.00	\$700.00	\$0.00	\$700.00	\$0.00	\$0.00	\$700.00
1	1.10	Visual and Performing Arts (VAPA)	All		No					\$152,000.00	\$0.00	\$152,000.00	\$0.00	\$0.00	\$0.00	\$152,000.00
2	2.1	Monitor student progress in English/Language Arts including students with exceptional needs	All Students Disabilities	with	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Monitor student achievement and outcomes in mathematics including	All Students Disabilities	with	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		mathematics including students with exceptional needs	Disabilities												
2	2.3	Monitor English Learner progress	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Monitor student progress toward English fluency	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.5	Monitor student progress on local assessments in ELA and mathematics	All	No					\$8,401.00	\$0.00	\$0.00	\$8,401.00	\$0.00	\$0.00	\$8,401.00
2	2.6	Develop, implement, and monitor MTSS resources for supporting unduplicated students who need extra/remedial support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,019,869.00	\$3,000.00	\$1,719,151.00	\$190,218.00	\$0.00	\$113,500.00	\$2,022,869.00
2	2.7	Identification and supports for students with disabilities	Students with Disabilities	No					\$1,839,150.00	\$50,490.00	\$78,525.00	\$101,334.00	\$1,528,124.00	\$181,657.00	\$1,889,640.00
3	3.1	Family Engagement/School Culture	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	Family Engagement for unduplicated students and students with disabilities	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$42,549.00	\$0.00	\$42,549.00	\$0.00	\$0.00	\$0.00	\$42,549.00
3	3.3	Student enrollment	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Chronic absenteeism	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.5	Attendance	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	Suspensions and Expulsions	All	No					\$727,295.00	\$0.00	\$727,295.00	\$0.00	\$0.00	\$0.00	\$727,295.00
3	3.7	School Safety	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.8	School connectedness	All	No					\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.9	Professional development & Support	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$13,440,858.00	\$1,111,011.00	8.266%	1.058%	9.324%	\$2,040,825.00	0.000%	15.184 %	Total:	\$2,040,825.00
								LEA-wide Total:	\$2,040,825.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	School meal program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$170,000.00	
1	1.6	English Learners Instruction and Support	Yes	LEA-wide	English Learners	All Schools	\$109,125.00	
1	1.8	Programs and Services for unduplicated students and students with exceptional needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.3	Monitor English Learner progress	Yes	LEA-wide	English Learners	All Schools	\$0.00	
2	2.4	Monitor student progress toward English fluency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
2	2.6	Develop, implement, and monitor MTSS resources for supporting unduplicated students who need extra/remedial support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,719,151.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Family Engagement for unduplicated students and students with disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,549.00	
3	3.4	Chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

The Mark West Union School District is comprised of the following elementary schools:

- Mark West Elementary
- San Miguel Elementary
- John B. Riebli Elementary

San Miguel Elementary and John B. Riebli Elementary are conversion charter schools, whose funds are held in Fund 03, which roll up to the General Fund, Fund 01, for financial reporting. In previous years, separate LCAPs were maintained for each of our three elementary schools. Beginning with the 2024-25 LCAP, the Mark West Union School District will combine all three of its elementary schools into one LCAP for the Mark West Union School District.

Annual Updates, Total Expenditure Tables, Contributing Actions Tables, and Carryover Tables for 2023-24 are included for all three schools individually in this Mark West Union School District LCAP. Going forward, beginning with the 2024-25 LCAP, funds for all three schools will be combined in goals and actions as well as expenditure tables.

Carryover tables are included for the three schools that previously reported LCAP expenditures separately. Two of our elementary schools had no carryover, but one of our charter schools that will now be included in the Mark West Union School District LCAP had carryover in the amount of \$135,237 in 2023-24. This carryover amount has been included in the 2024-25 Mark West Union School District LCAP. The districtwide carryover percentage has been calculated by dividing the total carryover for all three schools (\$135,237) by the total combined base grant for all three schools of \$12,777,876. This results in a districtwide carryover percentage of 1.058%, which has been applied to the 2024-25 Mark West Union School District LCAP.

The chart below illustrates the combination of 2024-25 funds from all three schools into one LCAP, as well as highlights the individual grant amounts for each school:

	2023-24			2024-25			
	Base Grant	Carryover \$	Carryover %	Base Grant	Supplemental and Concentration Grant	Percentage to Increase or Improve Services	Total Percentage to Increase or Improve Services (including carryover)
Mark West Elementary	4,579,080.00			4,868,131.00	455,024.00	9.347%	9.347%
San Miguel Elementary	4,087,670.00	135,237.00	3.308%	4,206,234.00	358,521.00	8.524%	11.832%
John B. Riebli Elementary	4,111,126.00			4,366,493.00	297,466.00	6.812%	6.812%
Total - Combined	12,777,876.00	135,237.00	1.058%	13,440,858.00	1,111,011.00	8.266%	9.324%

2023-24 Annual Update Table

Mark West Elementary

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,766,251.00	\$5,060,258.00

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	School facilities	No	\$695,100.00	\$699,000.00
1	1.2	Highly qualified teachers	No	\$243,237.00	\$250,501.00
1	1.3	Highly qualified teachers	No	\$0.00	\$0.00
1	1.4	Highly qualified teachers	No	\$15,398.00	\$29,261.00
2	2.1	Professional development	No	\$1,987,463.00	\$2,203,535.00
2	2.2	Common Core aligned instruction	No	\$9,664.00	\$25,649.00
2	2.3	Monitoring student learning	No	\$0.00	\$0.00
2	2.4	Monitoring student progress	No	\$5,288.00	\$0.00
2	2.5	Monitoring student progress	No	\$0.00	\$0.00
2	2.6	Academic support	Yes	\$248,214.00	\$307,958.00

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	Core curriculum	No	\$20,600.00	\$35,288.00
2	2.8	English Learners	Yes	\$57,562.00	\$61,995.00
2	2.9	Core curriculum	No	\$0.00	\$0.00
3	3.1	School climate	No	\$0.00	\$0.00
3	3.2	School climate	No	\$86,752.00	\$95,705.00
3	3.3	School climate	Yes	\$214,987.00	\$236,704.00
3	3.4	School climate	No	\$0.00	\$0.00
3	3.5	School climate	No	\$0.00	\$0.00
3	3.6	School nutrition	Yes	\$0.00	\$70,000.00
3	3.7	Academic support	Yes	\$290,632.00	\$313,998.00
3	3.8	Academic support	Yes	\$0.00	\$0.00
3	3.9	Academic support	Yes	\$132,232.00	\$34,593.00
3	3.10	Academic support	No	\$287,490.00	\$306,551.00

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)
3	3.11	Academic support	No	\$239,938.00	\$213,419.00
3	3.12	Student well-being	Yes	\$0.00	\$0.00
3	3.13	Academic support	No	\$117,667.00	\$57,862.00
3	3.14	Student well-being	No	\$24,773.00	\$25,199.00
3	3.15	Academic support	Yes	\$0.00	\$0.00
3	3.16	Academic support	No	\$0.00	\$0.00
4	4.1	Parent/community involvement	No	\$2,502.00	\$0.00
4	4.2	Parent/community communication	Yes	\$86,752.00	\$91,336.00
4	4.3	Parent input in decision making	No	\$0.00	\$1,704.00

2023-24 Annual Update Table

San Miguel Elementary

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,096,387.00	\$3,347,351.00

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	School facilities	No	\$0.00	\$0.00
1	1.2	Highly qualified teachers	No	\$272,142.00	\$282,503.00
1	1.3	Highly qualified teachers	No	\$0.00	\$0.00
1	1.4	Highly qualified teachers	No	\$0.00	\$0.00
2	2.1	Professional development	No	\$1,855,841.00	\$2,019,935.00
2	2.2	Common Core aligned instruction	No	\$28,152.00	\$31,460.00
2	2.3	Monitoring student learning	No	\$0.00	\$0.00
2	2.4	Monitoring student progress	No	\$5,288.00	\$36.00
2	2.5	Monitoring student progress	No	\$0.00	\$0.00
2	2.6	Academic support	Yes	\$228,888.00	\$260,871.00

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	Core curriculum	No	\$24,296.00	\$33,719.00
2	2.8	English Learners	Yes	\$19,206.00	\$21,463.00
2	2.9	Core curriculum	Yes	\$0.00	\$0.00
3	3.1	School climate	No	\$0.00	\$0.00
3	3.2	School climate	No	\$0.00	\$0.00
3	3.3	School climate	Yes	\$73,742.00	\$84,434.00
3	3.4	School climate	No	\$0.00	\$0.00
3	3.5	School climate	No	\$0.00	\$0.00
3	3.6	School nutrition	Yes	\$0.00	\$0.00
3	3.7	Academic support	Yes	\$0.00	\$0.00
3	3.8	Academic support	Yes	\$0.00	\$0.00
3	3.9	Academic support	Yes	\$43,827.00	\$26,662.00
3	3.10	Academic support	No	\$131,910.00	\$145,269.00

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)
3	3.11	Academic support	No	\$226,004.00	\$217,454.00
3	3.12	Student well-being	Yes	\$0.00	\$0.00
3	3.13	Academic support	No	\$49,841.00	\$57,862.00
3	3.14	Student well-being	No	\$18,582.00	\$25,204.00
3	3.15	Academic support	Yes	\$118,668.00	\$140,479.00
3	3.16	Academic support	No	\$0.00	\$0.00
4	4.1	Parent/community involvement	No	\$0.00	\$0.00
4	4.2	Parent/community communication	Yes	\$0.00	\$0.00
4	4.3	Parent input in decision making	No		

2023-24 Annual Update Table

John B. Riebli Elementary

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,054,504.00	\$3,276,274.00

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	School facilities	No	\$0.00	\$0.00
1	1.2	Highly qualified teachers	No	\$289,755.00	\$301,820.00
1	1.3	Highly qualified teachers	No	\$0.00	\$0.00
1	1.4	Highly qualified teachers	No	\$0.00	\$0.00
2	2.1	Professional development	No	\$1,780,364.00	\$1,929,565.00
2	2.2	Common Core aligned instruction	No	\$29,370.00	\$37,678.00
2	2.3	Monitoring student learning	No	\$0.00	\$0.00
2	2.4	Monitoring student progress	No	\$5,288.00	\$303.00
2	2.5	Monitoring student progress	No	\$0.00	\$0.00
2	2.6	Academic support	Yes	\$187,435.00	\$194,828.00

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	Core curriculum	No	\$21,996.00	\$36,252.00
2	2.8	English Learners	Yes	\$20,996.00	\$16,818.00
2	2.9	Core curriculum	Yes	\$0.00	\$0.00
3	3.1	School climate	No	\$0.00	\$0.00
3	3.2	School climate	No	\$0.00	\$0.00
3	3.3	School climate	Yes	\$73,742.00	\$84,434.00
3	3.4	School climate	No	\$0.00	\$0.00
3	3.5	School climate	No	\$0.00	\$0.00
3	3.6	School nutrition	Yes	\$0.00	\$0.00
3	3.7	Academic support	Yes	\$0.00	\$0.00
3	3.8	Academic support	Yes	\$124,112.00	\$133,347.00
3	3.9	Academic support	No Yes	\$43,827.00	\$36,928.00
3	3.10	Academic support	No	\$127,360.00	\$139,956.00

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)
3	3.11	Academic support	No	\$122,214.00	\$116,978.00
3	3.12	Student well-being	Yes	\$0.00	\$0.00
3	3.13	Academic support	No	\$49,841.00	\$57,862.00
3	3.14	Student well-being	No	\$18,582.00	\$25,204.00
3	3.15	Academic support	Yes	\$159,622.00	\$164,301.00
3	3.16	Academic support	No	\$0.00	\$0.00
4	4.1	Parent/community involvement	No	\$0.00	\$0.00
4	4.2	Parent/community communication	Yes	\$0.00	\$0.00
4	4.3	Parent input in decision making	No		

2023-24 Contributing Actions Annual Update Table

Mark West Elementary

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)
\$444,911.00	\$490,627.00	\$664,537.00	(\$173,910.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
2	2.6	Academic support	Yes	\$99,087.00	\$144,301.00		
2	2.8	English Learners	Yes	\$57,562.00	\$61,995.00		
3	3.3	School climate	Yes	\$76,718.00	\$84,408.00		
3	3.6	School nutrition	Yes	\$0.00	\$70,000.00		
3	3.7	Academic support	Yes	\$170,508.00	\$212,497.00		
3	3.8	Academic support	Yes	\$0.00	\$0.00		
3	3.9	Academic support	Yes	\$0.00	\$0.00		
3	3.12	Student well-being	Yes	\$0.00	\$0.00		
3	3.15	Academic support	Yes	\$0.00	\$0.00		
4	4.2	Parent/community communication	Yes	\$86,752.00	\$91,336.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 Contributing Actions Annual Update Table

San Miguel Elementary

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)
\$359,539.00	\$310,703.00	\$224,302.00	\$86,401.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
2	2.6	Academic support	Yes	\$99,087.00	\$118,405.00		
2	2.8	English Learners	Yes	\$19,206.00	\$21,463.00		
2	2.9	Core curriculum	Yes	\$0.00	\$0.00		
3	3.3	School climate	Yes	\$73,742.00	\$84,434.00		
3	3.6	School nutrition	Yes	\$0.00	\$0.00		
3	3.7	Academic support	Yes	\$0.00	\$0.00		
3	3.8	Academic support	Yes	\$0.00	\$0.00		
3	3.9	Academic support	Yes	\$0.00	\$0.00		
3	3.12	Student well-being	Yes	\$0.00	\$0.00		
3	3.15	Academic support	Yes	\$118,668.00	\$0.00		
4	4.2	Parent/community communication	Yes	\$0.00	\$0.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 Contributing Actions Annual Update Table John B. Riebli Elementary

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)
\$277,837.00	\$477,559.00	\$331,229.00	\$146,330.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
2	2.6	Academic support	Yes	\$99,087.00	\$96,630.00		
2	2.8	English Learners	Yes	\$20,996.00	\$16,818.00		
2	2.9	Core curriculum	Yes	\$0.00	\$0.00		
3	3.3	School climate	Yes	\$73,742.00	\$84,434.00		
3	3.6	School nutrition	Yes	\$0.00	\$0.00		
3	3.7	Academic support	Yes	\$0.00	\$0.00		
3	3.8	Academic support	Yes	\$124,112.00	\$133,347.00		
3	3.9	Academic support	Yes	\$0.00	\$0.00		
3	3.12	Student well-being	Yes	\$0.00	\$0.00		
3	3.15	Academic support	Yes	\$159,622.00	\$0.00		
4	4.2	Parent/community communication	Yes	\$0.00	\$0.00		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

Mark West Elementary

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)
\$4,579,452.00	\$444,911.00	0	9.715%	\$664,537.00	0.000%	14.511%	\$0.00	0.000%

2023-24 LCFF Carryover Table San Miguel Elementary

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)
\$4,087,670.00	\$359,539.00	0	8.796%	\$224,302.00	0.000%	5.487%	\$135,237.00	3.308%

2023-24 LCFF Carryover Table John B. Riebli Elementary

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)
\$4,111,126.00	\$277,837.00	0	6.758%	\$331,229.00	0.000%	8.057%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).