

# 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

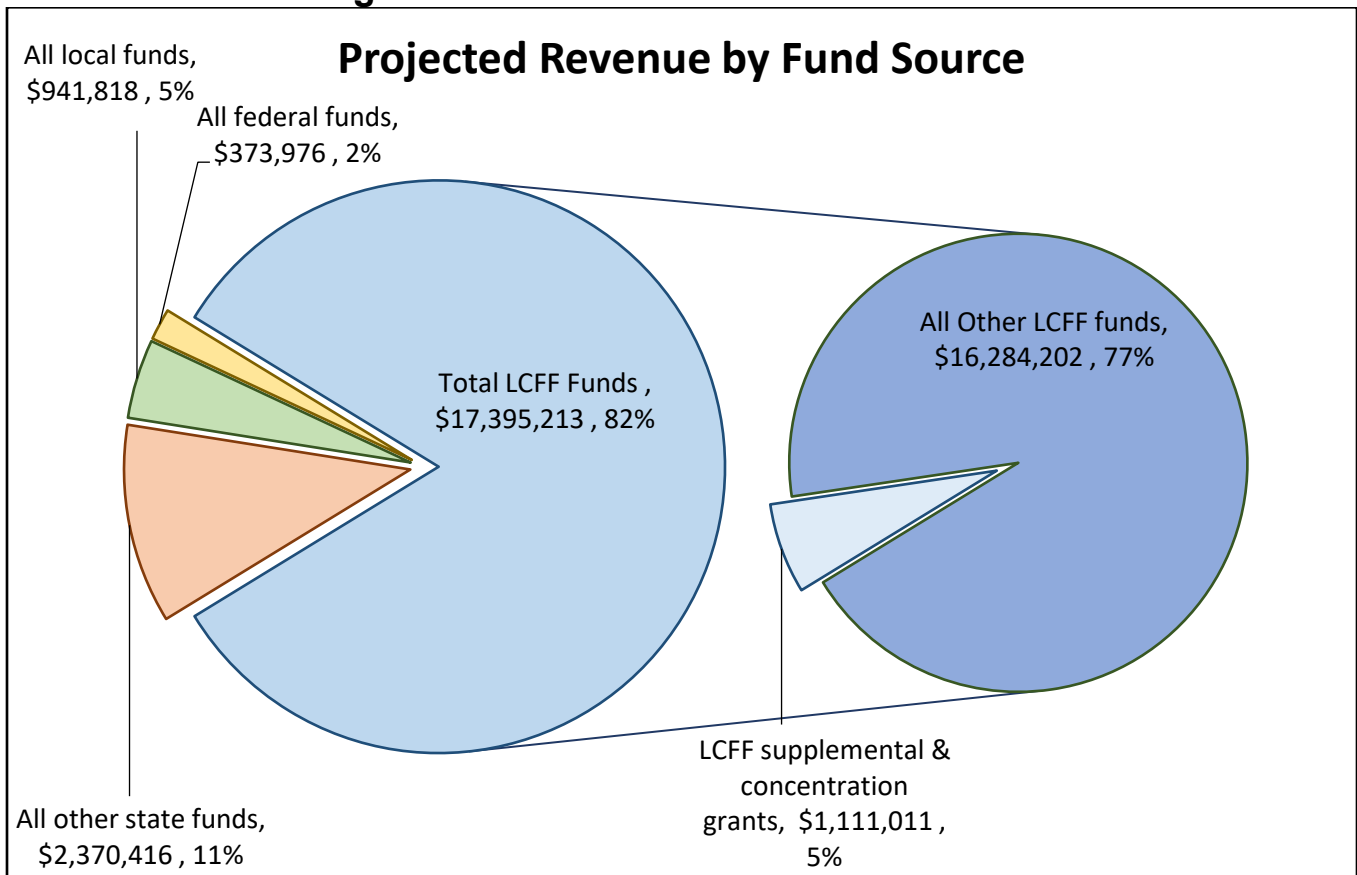
Superintendent

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

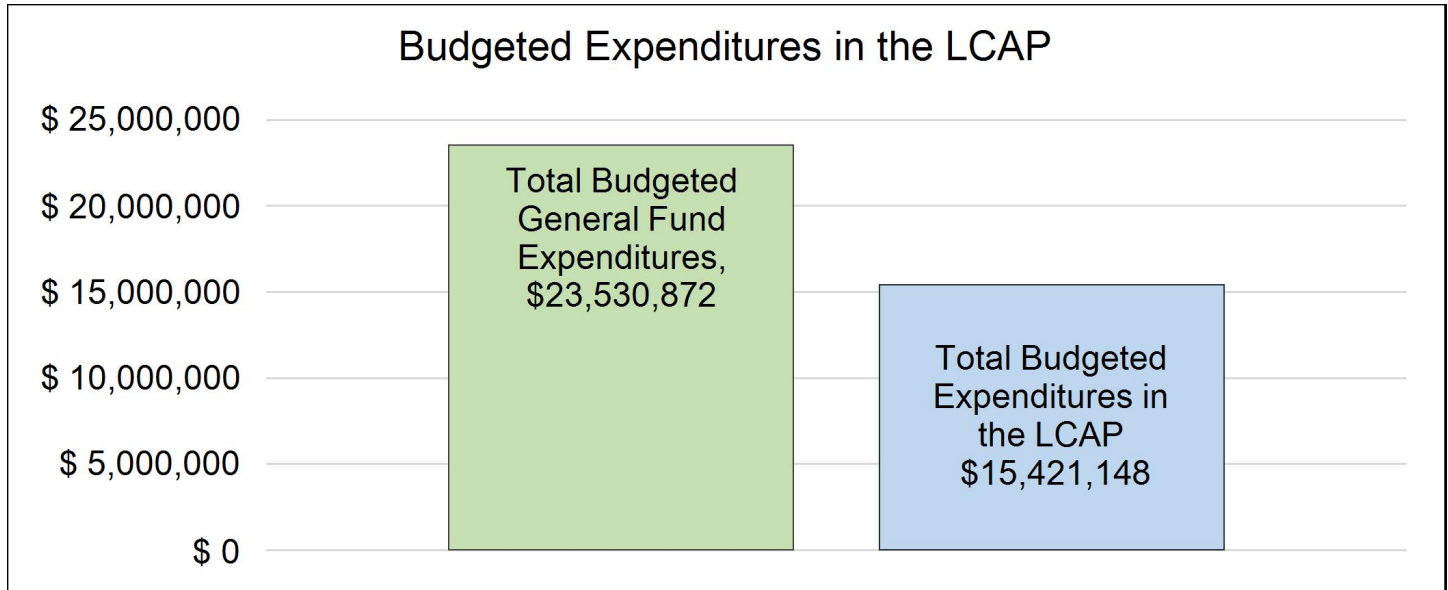


This chart shows the total general purpose revenue Mark West Union School District expects to receive in the coming year from all sources.

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 \$17,395,213 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 \$17,395,213 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:

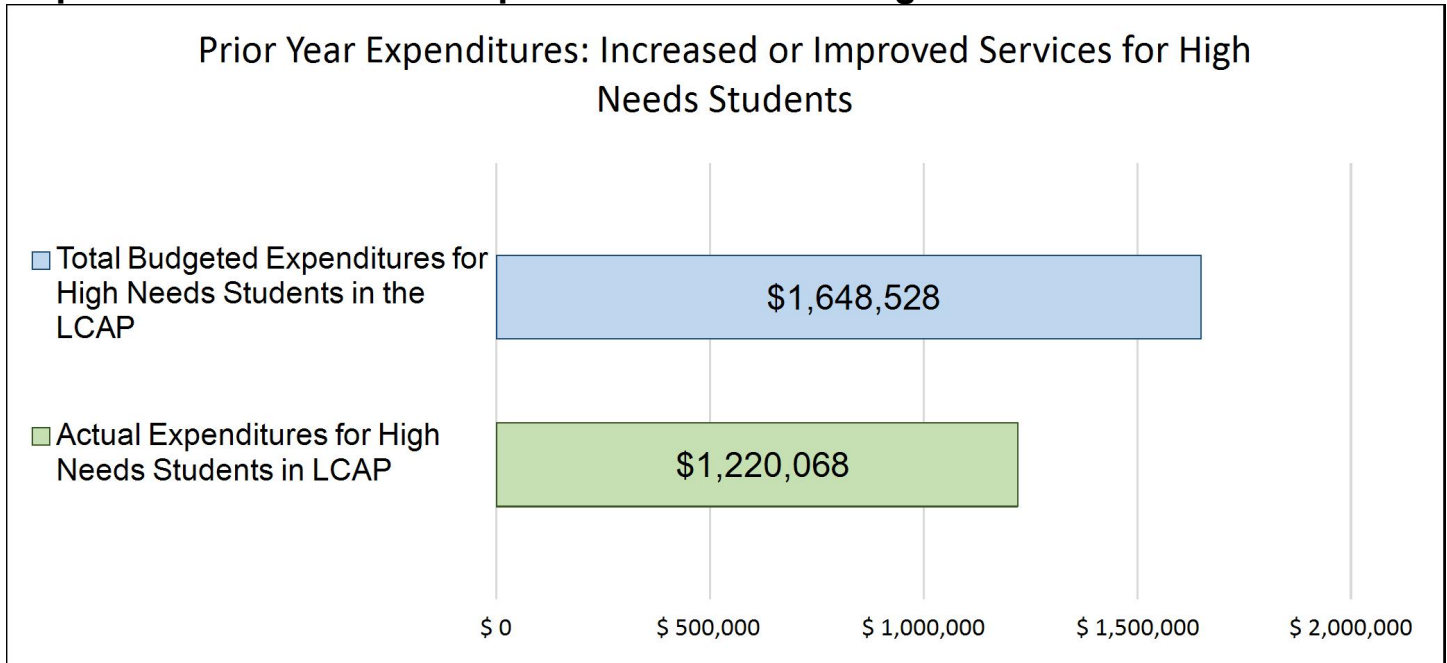
Other expenditures not highlighted in this LCAP include operational services provided by custodial staff, office employees, classified support services, classified management positions, costs of utilities, legal, auditor, all other Special Education services, etc. all of which contribute to the success 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 \$1,870,825 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 \$1,648,528 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 \$428,460 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	Mark West Elementary School received an overall facility rating of "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</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			“good” in all areas. 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 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 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.

All actions were implemented as planned.

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.

1.4: Material differences were a result of an increase in teachers and 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 overall effectiveness of Actions 1.1 (School Facilities), 1.2, 1.3 and 1.4 (Highly Qualified Teachers) was demonstrated to be effective by the meeting of the following measurable outcomes:

1.1 Annual Facilities Inspection Report: Facilities in "Good" repair

Effectiveness of Action: Effective

The overall facilities rating was "Good" in all areas with the exception of a "Fair" rating for restrooms and fountains. Systems, Interior, Cleanliness, Electrical, Safety, Structural and External, which includes Playground/School Grounds, Windows/Doors/Gates/Fences, all received a "Good" rating. The Mark West Union School District (District) takes great efforts and care to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California.

1.2 and 1.3 Annual Declaration of Need and School Accountability Report Card (SARC): 100% of Mark West teachers are highly qualified.

Effectiveness of Actions: Effective

Highly qualified and properly assigned teachers are crucial for the success of students, schools, and the broader education system.

1.4 Human Resources Office Records: 100% of new teachers were supported through the Teacher Induction Program

Effectiveness of Action: Effective

Teacher induction programs are essential for the professional development of new teachers and the overall success of educational institutions. Teachers who participate in induction programs are better prepared to deliver high-quality instruction from the start, positively impacting student learning and achievement. Newly hired teachers work collaboratively with teacher mentors to deepen their understanding of the teaching practice of the California Standards for the Teaching Profession.

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement).



In order to align with 3 goals in the upcoming year rather than 4 goals, the following changes were made:

1.2 Highly qualified teachers became 1.4 Highly qualified teachers

1.10 Visual and Performing Arts (VAPA) was added as the district will provide all students access to subjects such as dance, theater, music, media and visual arts.

All metrics related to this goal will continue to the 2024-2025 LCAP.

**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 Mark West Elementary School are highly qualified and appropriately credentialed for their teaching assignment.	Maintain 100% of 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 teachers participated in professional development offered during the 2023-24 school year.	95% participation of teachers in 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 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	Standards-aligned lessons are developed	Standards-aligned lesson development has reached the 100%	Standards-aligned lesson development has reached the 100%	Standards-aligned lesson development has reached the 100%	Maintain the development and use of Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL access to ELD Standards	and used by 100% of the District teachers.	target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	lessons by 100% of the 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	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	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
			English proficiency as measured by the formative assessments.	of the 4 criteria established for 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	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,	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,	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, socioeconomically disadvantaged, 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,	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>science, visual &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>science, visual &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>math, social studies, science, visual &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>education, as defined by California Education Code 51210 and 51220(a)-(i) to be measured by staff walkthroughs and teacher lesson plans</p>
<p>California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		New data will be coming in the fall of 2022.	New data will be coming in the fall of 2023.	<p>9% of students with disabilities met or exceeded grade level standards. 13% 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 exceeded grade level standards. 12% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	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>California Assessment of Student Performance and Progress (CAASPP) in mathematics</p>	<p>In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen 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>In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen 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>In 2021-22, 29% of students with economic disadvantages met or exceeded grade level standards. Fifteen 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>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. 9% 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 43% of "all" students scored at/above standard 35% of students with economic disadvantages met or exceeded grade level standards.</p>	<p>Increase the percentage of students with economic disadvantages that meet or exceed grade 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>0% of students with disabilities met or exceeded grade level standards. 8% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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)</p>	<p>Increase the percentage of students that performed at or above the benchmark to 70%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>measures, 72% of 1st-6th graders performed at or above the benchmark.</p> <p>DIBELS 2024 (End of the Year Benchmark) Mark West Elementary School = 69% (% of students performing at or above benchmark)</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.

All actions were implemented as planned.

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.

2.2: Material differences were a result of the district expending more on professional development costs than originally estimated. This was due to the inclusion of additional funding sources not originally expected, including Educator Effectiveness Grant.

2.4: Material differences were a result of existing employees being utilized to perform additional services.

2.6: Material differences were due to differences between the cost of vacancies at budget adoption and true employee costs known at year end.

2.7: Material differences were due to the renewal of existing math curriculum, with costs that exceeded the budgeted amount.

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

Actions found to be particularly effective based on reporting results include:

#### Action 2.2 Common Core aligned instruction

District personnel records reflecting that 100% of teachers are properly credentialed and assigned, Annual Williams Report. 100% of students were provided with high quality standards aligned instructional materials, and all students were provided access to a broad course of study

#### 2.4 Monitoring student progress

Metric: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Composite Scores

This particular action was effective based on an analysis of DIBELS Composite Scores indicating that our students gradually progress over the last 3 years and surpassed the desired outcome for 2023-24. The desired outcome was for 70% of students to perform at or above benchmark. 69% of Mark West Elementary School students earned a composite score on DIBELS deemed at or above their grade level benchmark.

Actions found to be only partially effective or not effective based on reporting results include:

#### 2.3 Monitoring student learning (students with disabilities)

Effectiveness of Action: Somewhat effective

Metric: California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

#### 2.5 Monitoring student progress

Effectiveness of Action: Somewhat effective

Metric(s): California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

#### 2.6 Academic support

Effectiveness of Action: Somewhat effective

Metric: California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

All three of these actions (2.3, 2.5, and 2.6) fell short of meeting the desired outcomes for 2023-24. While our socioeconomically disadvantaged students made progress as measured by performance on the CAASPP in ELA and math, the goal of achieving 50% that met

or exceeded grade level standards was not achieved. At Mark West Elementary School, 44% of the socioeconomically disadvantaged students met or exceeded grade level standards in ELA and 35% met or exceeded grade level standards in math. English Learners progress decreased in both ELA and math with 13% meeting or exceeding ELA grade level standards and 8% meeting or exceeding math grade level standards. The desired outcome was 22% for both ELA and math. Lastly, students with disabilities progress reduced and did not meet the desired outcome of 25% meeting or exceeding grade level standards in ELA and math with 9% meeting or exceeding grade level standards in ELA and 0% meeting or exceeding grade level standards in math.

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.

Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. As a result of evaluating common threads within State and local priorities, Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement). In order to align with 3 goals in the upcoming year rather than 4 goals, the following changes were made:

2.5 Monitoring student progress was separated into two actions 2.1 Monitor student progress in English/Language Arts and 2.2 Monitor student achievement and outcomes in mathematics

2.7 Core curriculum was incorporated into Goal 1 Action 1.5 Implementation of the Standards/Frameworks

2.8 English Learners became an action within Goal 1 Action 1.6 English Learners

Metrics related to this goal will continue to the 2024-25 LCAP.

**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 %.  CA Dashboard 2023 Information: Mark West Elementary School Suspension Rate: 1.7%.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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 2022 was 92.7%. The district chronic absenteeism rate is 21.1%.	The district chronic absenteeism rate has decreased to 12.4 %. Mark West Elementary School has a chronic absenteeism rate of 14.2 %,	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.
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	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. 75% of elementary parents/guardians surveyed feel engaged with their school. 85% of elementary school staff, including teachers, reported their school creates a positive work environment.  I feel engaged with my school.	Using local measures, the sense of student connectedness will increase by 10% as measured by the YouthTruth elementary student and middle school student surveys.  While this metric was not included in the 2023-25 LCAP, it was included in the annual update to provide information to our educational partners and serves to provide historical information related to school safety and connectedness. The

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>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 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</p>	<p>MWE parents=74%</p> <p>My school creates a positive work environment. MWE staff=84%</p> <p>Do you feel like an important part of your school? MWE students=29%</p> <p>Regarding school safety, the following data was reported in our YouthTruth Survey. 64% 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 students reported they feel their child's learning environment is safe.</p> <p>My child's learning environment is safe.</p>	<p>2024-25 LCAP has a goal and actions related to school safety and connectedness, which are indicators of school climate.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>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>MWE parents=78%</p> <p>Do you feel safe at school? MWE students=61%</p> <p>I feel safe from harm while at my school. MWE staff=90%</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.

All actions were implemented as planned.

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.

3.6: Material differences were due to the fact that, at budget adoption, it was not anticipated that a contribution from the general fund to the cafeteria program would be necessary. Once estimated actual revenue and expenditures were known, it was determined that a contribution would be necessary.

3.9: Material differences were due to the fact that all estimated districtwide costs for Summer Academy were included in the District LCAP. However, actual expenditures were split out by school site.

3.13: Material differences were due to the fact that all estimated districtwide costs for evaluation and assessment services were included in the District LCAP. However, actual expenditures were split out by school site.

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

The overall effectiveness of actions related to the goal of maintaining a safe learning environment with programs designed to meet the social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism towards making progress can be demonstrated by the meeting of the following measurable outcomes:

3.1, 3.2, and 3.3 all address school climate

Effectiveness of Action: Partially effective

Metric: Suspension rates, expulsion rates, school attendance rates, school safety, and school connectedness.

While the chronic absenteeism rate at Mark West Elementary declined to 14.2%, the goal of reducing it to below 10% was not met.

Related to school connectedness, students at MW report much lower perceptions of this as compared to parents and staff with only 29% of Mark West Students responding positively to the question: Do you feel like an important part of your school?

Suspension rates at Mark West Elementary School also declined.

3.12 Student well-being

Effectiveness of Action: Annual Counseling Data and Board Report

Metric: Partially effective

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement).

Actions 3.1, 3.2, 3.3, 3.4, and 3.5 which all relate to School Climate have been revised to include metrics from our YouthTruth Survey.

New actions in Goal #3 of the 2024-25 LCAP include:

3.7 School Safety

3.8 School connectedness

Metrics for these actions include survey results from students, parents, and staff.

Action 3.2-School Climate involved suspension rates, expulsion rates, and school attendance rates. This has been changed into separate actions within the 2024-25 LCAP.

New actions in Goal #3 of the 2024-25 LCAP include:

3.4 Chronic Absenteeism

3.5 Attendance Rate

### 3.6 Suspension and Expulsion Rates

Metrics for these actions will continue to the 2024-25 LCAP.

**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. 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%. Mark West Elementary School had 67% participation.	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>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.

All actions were implemented as planned.

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.

Action 4.1 was partially effective based on school maintained logs of parental participation.

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 62% participation at Mark West Elementary School. 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.

Action 4.3 Parent input in decision making was effective based on parent survey completion rate.

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. Mark West Elementary School had 67% participation.

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement).

The following actions were carried over from Goal #4 to Goal #3 in the 2024-25 LCAP.

Action 4.1- Parent/community involvement was revised and is now part of Goal #3 Actions 3.1-Family Engagement/School Culture and includes metrics for parent input in decision making.

Action 4.3 Parent input in decision making was revised and is now part of Goal #3 Action 3.1-Family Engagement/School Culture and 3.2 Family Engagement for unduplicated students and students with disabilities in the 2024-25 LCAP.

Actions 3.7 and 3.8 were added to the 2024-25 LCAP to provide our educational partners with more information regarding parents' sense of school safety and school connectedness. The desired outcomes were changed to focus on and measure progress each year based on our baseline rather than the achievement of a minimum participation rate.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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



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

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

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

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

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

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

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

California Department of Education  
November 2023

# 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 Charter Elementary 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	San Miguel Elementary received an overall facility rating of "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</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			“good” in all areas. 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 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 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.

All actions were implemented as planned.

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 overall effectiveness of Actions 1.1 (School Facilities), 1.2, 1.3 and 1.4 (Highly Qualified Teachers) was demonstrated to be effective by the meeting of the following measurable outcomes:

1.1 Annual Facilities Inspection Report: Facilities in "Good" repair

Effectiveness of Action: Effective

The overall facilities rating was "Good" in all areas with the exception of a "Fair" rating for restrooms and fountains. Systems, Cleanliness, Electrical, Safety, Structural and External, which includes Playground/School Grounds, Windows/Doors/Gates/Fences, all received a "Good" rating. Restrooms/fountains received a "Fair" rating, and Interior received a "Poor" rating. The Mark West Union School District (District) takes great efforts and care to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California. Kitchen and bathrooms are eligible for modernization and four classrooms, library and MPR need to be modernized.

1.2 and 1.3 Annual Declaration of Need and School Accountability Report Card (SARC): 100% of Mark West teachers are highly qualified.

Effectiveness of Actions: Effective

Highly qualified and properly assigned teachers are crucial for the success of students, schools, and the broader education system.

1.4 Human Resources Office Records: 100% of new teachers were supported through the Teacher Induction Program

Effectiveness of Action: Effective

Teacher induction programs are essential for the professional development of new teachers and the overall success of educational institutions. Teachers who participate in induction programs are better prepared to deliver high-quality instruction from the start, positively impacting student learning and achievement. Newly hired teachers work collaboratively with teacher mentors to deepen their understanding of the teaching practice of the California Standards for the Teaching Profession.

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the

learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement). In order to align with three goals in the upcoming year rather than four goals, the following changes were made:

The following actions were effective and were incorporated into our 2024-25 LCAP:

1.2 Highly qualified teachers became 1.4 Highly qualified teachers

1.10 Visual and Performing Arts (VAPA) was added as the district will provide all students access to subjects such as dance, theater, music, media and visual arts.

All metrics related to this goal will continue to the 2024-2025 LCAP.

**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 are highly qualified and appropriately credentialed for their teaching assignment.	Maintain 100% of 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 teachers participated in professional development offered during the 2023-24 school year.	95% participation of teachers in 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 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	Common Core lesson development has reached the 100%	Standards-aligned lesson development has reached the 100%	Standards-aligned lesson development has reached the 100%	Maintain the development and use of Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and used by 100% of the District teachers.	target with regards to instructional materials and lessons aligned with the CCSS.	target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	lessons by 100% of the 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	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	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
			English proficiency as measured by the formative assessments.	of the 4 criteria established for 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	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,	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,	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,	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>science, visual &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>science, visual &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>science, visual &amp; performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>education, as defined by California Education Code 51210 and 51220(a)-(i) to be measured by staff walkthroughs and teacher lesson plans</p>
<p>California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		New data will be coming in the fall of 2022.	New data will be coming in the fall of 2023.	<p>9% of students with disabilities met or exceeded grade level standards. 13% 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>	percentage of our English Learners that meet or exceed grade level standards to 22%.
California Assessment of Student	In 2018-19, 35% of students with	In 2018-19, 35% of students with	In 2021-22, 29% of students with	In 2022-23, the following results were	Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress (CAASPP) in mathematics	economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.	<p>economic disadvantages met or exceeded grade level standards. Fifteen 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>economic disadvantages met or exceeded grade level standards. Fifteen 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>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. 9% 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>	students with economic disadvantages that meet or exceed grade 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%.

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
				DIBELS 2024 (End of the Year Benchmark) San Miguel Elementary School = 75% (% of students performing at or above benchmark)	
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 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.

All actions were implemented as planned.

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.

2.4: Material differences were a result of existing employees being utilized to perform additional services.



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

Actions found to be particularly effective based on reporting results include:

#### Action 2.2 Common Core aligned instruction

District personnel records reflecting that 100% of teachers are properly credentialed and assigned, Annual Williams Report. 100% of students were provided with high quality standards aligned instructional materials, and all students were provided access to a broad course of study

#### 2.4 Monitoring student progress

Metric: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Composite Scores

This particular action was effective based on an analysis of DIBELS Composite Scores indicating that our students gradually progress over the last 3 years and surpassed the desired outcome for 2023-24. The desired outcome was for 70% of students to perform at or above benchmark. 75% of San Miguel Charter School students earned a composite score on DIBELS deemed at or above their grade level benchmark.

Actions found to be only partially effective or not effective based on reporting results include:

#### 2.3 Monitoring student learning (students with disabilities)

Effectiveness of Action: Somewhat effective

Metric: California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

#### 2.5 Monitoring student progress

Effectiveness of Action: Somewhat effective

Metric(s): California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

#### 2.6 Academic support

Effectiveness of Action: Somewhat effective

Metric: California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

All three of these actions (2.3, 2.5, and 2.6) fell short of meeting the desired outcomes for 2023-24. While our socioeconomically disadvantaged students made progress as measured by performance on the CAASPP in ELA and math, the goal of achieving 50% that met or exceeded grade level standards was not achieved. At San Miguel Charter School, 36% of the socioeconomically disadvantaged students met or exceeded grade level standards in ELA and 35% met or exceeded grade level standards in math. English Learners progress decreased in both ELA and math with 17% meeting or exceeding ELA grade level standards and 11% meeting or exceeding math grade level standards. The desired outcome was 22% for both ELA and math. Lastly, students with disabilities progress reduced and did not meet the

desired outcome of 25% meeting or exceeding grade level standards in ELA and math with 15% meeting or exceeding grade level standards in ELA and 12% meeting or exceeding grade level standards in math.

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.

Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. As a result of evaluating common threads within State and local priorities, Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (engagement). In order to align with three goals in the upcoming year rather than four goals, the following changes were made:

2.5 Monitoring student progress was separated into two actions 2.1 Monitor student progress in English/Language Arts and 2.2 Monitor student achievement and outcomes in mathematics

2.7 Core curriculum was incorporated into Goal 1 Action 1.5 Implementation of the Standards/Frameworks

2.8 English Learners became an action within Goal 1 Action 1.6 English Learners

Metrics related to this goal will continue to the 2024-25 LCAP.

**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. Due to inconsistent reporting practices by school site, the district has identified this as	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
				an area of need and taken steps to create a standardized process moving forward at each school site for reporting office referrals.	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.  CA Dashboard 2023 Information San Miguel Elementary School Suspension Rate: 1.7%	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	The school/district attendance rates for the 2022-23 school year to date is 72.9%. The district Chronic	The district chronic absenteeism rate has decreased to 12.4 %. San Miguel Elementary school has a chronic	Through positive school climate efforts, parent education, and student support, the chronic absenteeism rate will be reduced to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Absenteeism rate is 7.7%.	Absenteeism rate is 27.1%.	absenteeism rate of 11.1 %.	below 10%, as measured by the school's student information system.
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%	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. 75% of elementary parents/guardians surveyed feel engaged with their school. 85% of elementary school staff, including teachers, reported their school creates a positive work environment.  I feel engaged with my school. SM parents=77%  My school creates a positive work environment. SM staff=94%	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>of middle 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-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</p>	<p>Do you feel like an important part of your school? SM students=31%</p> <p>Regarding school safety, the following data was reported in our YouthTruth Survey. 64% 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 students reported they feel their child's learning environment is safe.</p> <p>My child's learning environment is safe. SM parents=84%</p> <p>Do you feel safe at school? SM students=64%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			their child's learning environment is safe.	I feel safe from harm while at my school. SM staff=91%	

## 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.

All actions were implemented as planned.

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.

3.9: Material differences were due to the fact that more accurate estimates for the cost of Summer Academy were available at year end.

3.10: Material differences were due to the fact that paraeducator salaries and benefits were moved from action 3.10 to action 3.15.

3.15: Material differences were due to the fact that paraeducator salaries and benefits were moved from action 3.10 to action 3.15.

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

The overall effectiveness of actions related to the goal of maintaining a safe learning environment with programs designed to meet the social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism towards making progress can be demonstrated by the meeting of the following measurable outcomes:

3.1, 3.2, and 3.3 all address school climate

Effectiveness of Action: Partially effective

Metric: Suspension rates, expulsion rates, school attendance rates, school safety, and school connectedness

While the chronic absenteeism rate at San Miguel Charter School declined to 11.1%, the goal of reducing it to below 10% was not met. Related to school connectedness, students at San Miguel report much lower perceptions of this as compared to parents and staff with only 31% of students responding positively to the question: Do you feel like an important part of your school? Suspension rates at San Miguel also declined to 1.7%.

### 3.12 Student well-being

Effectiveness of Action: Annual Counseling Data and Board Report

Metric: Partially effective

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement).

Actions 3.1, 3.2, 3.3, 3.4, and 3.5 which all relate to School Climate have been revised to include metrics from our YouthTruth Survey.

New actions in Goal #3 of the 2024-25 LCAP include:

3.7 School Safety

3.8 School connectedness

Metrics for these actions include survey results from students, parents, and staff.

Action 3.2-School Climate involved suspension rates, expulsion rates, and school attendance rates. This has been changed into separate actions within the 2024-25 LCAP.

New actions in Goal #3 of the 2024-25 LCAP include:

3.4 Chronic Absenteeism

3.5 Attendance Rate

3.6 Suspension and Expulsion Rates

Metrics for these actions will continue to the 2024-25 LCAP.

**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. San Miguel Elementary School had 77% 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%. San Miguel Elementary School had 68% participation.	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>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.

All actions were implemented as planned.

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.

Action 4.1 was partially effective based on school maintained logs of parental participation.

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 77% participation at San Miguel. 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.

Action 4.3 Parent input in decision making was effective based on parent survey completion rate.

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. San Miguel Elementary School had 68% participation.

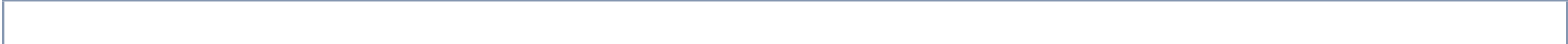
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around 3 goals rather than 4. As a result of evaluating common threads within State and local priorities, Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (engagement).

The following actions were carried over from Goal #4 to Goal #3 in the 2024-25 LCAP.

Action 4.1- Parent/community involvement was revised and is now part of Goal #3 Actions 3.1-Family Engagement/School Culture and includes metrics for parent input in decision making.

Action 4.3 Parent input in decision making was revised and is now part of Goal #3 Action 3.1-Family Engagement/School Culture and 3.2 Family Engagement for unduplicated students and students with disabilities in the 2024-25 LCAP. In addition, Actions 3.7 and 3.8 were added to the 2024-25 LCAP to provide our educational partners with more information regarding parents' sense of school safety and school connectedness. The desired outcomes were changed to focus on and measure progress each year based on our baseline rather than the achievement of a minimum participation rate.



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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023

# 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 Charter Elementary 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	Riebli-Overall facility rating was "Fair".	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</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			“good” in all areas. 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 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 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.

All actions were implemented as planned.

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 overall effectiveness of Actions 1.1 (School Facilities), 1.2, 1.3 and 1.4 (Highly Qualified Teachers) was demonstrated to be effective by the meeting of the following measurable outcomes:

1.1 Annual Facilities Inspection Report: Facilities in "Fair" repair

Effectiveness of Action: Partially Effective

The overall facilities rating was "Fair" in all areas with the exception of a "Fair" rating for restrooms and fountains. Systems, Cleanliness, Electrical, Safety, and External, which includes Playground/School Grounds, Windows/Doors/Gates/Fences, all received a "Good" rating. Restrooms/fountains received a "Fair" rating. Both Interior and Structural received a rating of "Poor". District in planning stages for site modernization that will address structural and interior needs at Riebli to move from "Poor" and "Fair" ratings to "Good" rating overall.

1.2 and 1.3 Annual Declaration of Need and School Accountability Report Card (SARC): 100% of Mark West teachers are highly qualified.

Effectiveness of Actions: Effective

Highly qualified and properly assigned teachers are crucial for the success of students, schools, and the broader education system.

1.4 Human Resources Office Records: 100% of new teachers were supported through the Teacher Induction Program

Effectiveness of Action: Effective

Teacher induction programs are essential for the professional development of new teachers and the overall success of educational institutions. Teachers who participate in induction programs are better prepared to deliver high-quality instruction from the start, positively impacting student learning and achievement. Newly hired teachers work collaboratively with teacher mentors to deepen their understanding of the teaching practice of the California Standards for the Teaching Profession.

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil

Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement). In order to align with three goals in the upcoming year rather than four goals, the following changes were made:

The following actions were effective and were incorporated into our 2024-25 LCAP:

1.2 Highly qualified teachers became 1.4 Highly qualified teachers

1.10 Visual and Performing Arts (VAPA) was added as the district will provide all students access to subjects such as dance, theater, music, media and visual arts.

All metrics related to this goal will continue to the 2024-2025 LCAP.

**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, 100% of teachers are highly qualified and appropriately credentialed for their teaching assignment.	Maintain 100% of 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 teachers participated in professional development offered during the 2023-24 school year.	Ninety five percent participation of teachers in 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 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	Common Core lesson development has reached the 100%	Standards-aligned lesson development has reached the 100%	Standards-aligned lesson development has reached the 100%	Maintain the development and use of Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and used by 100% of the District teachers.	target with regards to instructional materials and lessons aligned with the CCSS.	target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.	lessons by 100% of the 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	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	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
			English proficiency as measured by the formative assessments.	of the 4 criteria established for 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	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,	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,	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, socioeconomically disadvantaged, 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,	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)-(i).	science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).	education, as defined by California Education Code 51210 and 51220(a)-(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.	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.	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.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		New data will be coming in the fall of 2022.	New data will be coming in the fall of 2023.	<p>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>New data will be coming in the fall of 2024.</p>	percentage of our English Learners that meet or exceed grade level standards to 22%.
California Assessment of Student	In 2018-19, 35% of students with	In 2018-19, 35% of students with	In 2021-22, 29% of students with	In 2022-23, the following results were	Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress (CAASPP) in mathematics	economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.	<p>economic disadvantages met or exceeded grade level standards. Fifteen 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>economic disadvantages met or exceeded grade level standards. Fifteen 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>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. 9% of students with disabilities met or exceeded grade level standards. 8% 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>	students with economic disadvantages that meet or exceed grade 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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>8% of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2024.</p>	
<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Increase the percentage of students that performed at or above the benchmark to 70%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				DIBELS 2024 (End of the Year Benchmark) John B. Riebli Charter School = 73% (% of students performing at or above benchmark)	
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.

All actions were implemented as planned.

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.

2.4: Material differences were a result of existing employees being utilized to perform additional services.

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

Actions found to be particularly effective based on reporting results include:

#### Action 2.2 Common Core aligned instruction

District personnel records reflecting that 100% of teachers are properly credentialed and assigned, Annual Williams Report. 100% of students were provided with high quality standards aligned instructional materials, and all students were provided access to a broad course of study

#### 2.4 Monitoring student progress

Metric: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Composite Scores

This particular action was effective based on an analysis of DIBELS Composite Scores indicating that our students gradually progress over the last 3 years and surpassed the desired outcome for 2023-24. The desired outcome was for 70% of students to perform at or above benchmark. 73% of John B. Riebli Charter School students earned a composite score on DIBELS deemed at or above their grade level benchmark.

Actions found to be only partially effective or not effective based on reporting results include:

#### 2.3 Monitoring student learning (students with disabilities)

Effectiveness of Action: Somewhat effective

Metric: California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

#### 2.5 Monitoring student progress

Effectiveness of Action: Somewhat effective

Metric(s): California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

#### 2.6 Academic support

Effectiveness of Action: Somewhat effective

Metric: California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts, California Assessment of Student Performance and Progress (CAASPP) in mathematics

All three of these actions (2.3, 2.5, and 2.6) fell short of meeting the desired outcomes for 2023-24. While our socioeconomically disadvantaged students made progress as measured by performance on the CAASPP in ELA and math, the goal of achieving 50% that met or exceeded grade level standards was not achieved. At John B. Riebli Charter School, 31% of the socioeconomically disadvantaged students met or exceeded grade level standards in ELA and 13% met or exceeded grade level standards in math. English Learners progress decreased in both ELA and math with 8% meeting or exceeding ELA grade level standards and 8% meeting or exceeding math grade level standards. The desired outcome was 22% for both ELA and math. Lastly, students with disabilities progress reduced and did not meet the

desired outcome of 25% meeting or exceeding grade level standards in ELA and math with 5% meeting or exceeding grade level standards in ELA and 5% meeting or exceeding grade level standards in math.

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.

Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. As a result of evaluating common threads within State and local priorities, Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement). In order to align with three goals in the upcoming year rather than four goals, the following changes were made:

2.5 Monitoring student progress was separated into two actions 2.1 Monitor student progress in English/Language Arts and 2.2 Monitor student achievement and outcomes in mathematics

2.7 Core curriculum was incorporated into Goal 1 Action 1.5 Implementation of the Standards/Frameworks

2.8 English Learners became an action within Goal 1 Action 1.6 English Learners

Metrics related to this goal will continue to the 2024-25 LCAP.

**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. Due to inconsistent reporting practices by school site, the district has identified this as	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
				an area of need and taken steps to create a standardized process moving forward at each school site for reporting office referrals.	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 suspension rate for 2022-23 was 2.7 %.  CA Dashboard 2023 Information John B. Riebli Elementary School Suspension Rate: 3%	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	The school/district attendance rates for the 2022-23 school year to date is 72.9%. The district Chronic	The district chronic absenteeism rate has decreased to 12.4 %. Riebli Elementary School has a chronic	Through positive school climate efforts, parent education, and student support, the chronic absenteeism rate will be reduced to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Absenteeism rate is 7.7%.	Absenteeism rate is 27.1%.	absenteeism rate of 11.7 %.	below 10%, as measured by the school's student information system.
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%	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. 75% of elementary parents/guardians surveyed feel engaged with their school. 85% of elementary school staff, including teachers, reported their school creates a positive work environment.  I feel engaged with my school. Riebli parents=74%  My school creates a positive work environment. Riebli staff=79%	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>of middle 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-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</p>	<p>Do you feel like an important part of your school? Riebli students=23%</p> <p>Regarding school safety, the following data was reported in our YouthTruth Survey. 64% 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 students reported they feel their child's learning environment is safe.</p> <p>My child's learning environment is safe. Riebli parents=82%</p> <p>Do you feel safe at school? Riebli students=66%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			their child's learning environment is safe.	I feel safe from harm while at my school. Riebli staff=84%	

## 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.

All actions were implemented as planned.

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.

3.9: Material differences were due to the fact that more accurate estimates for the cost of Summer Academy were available at year end.

3.10: Material differences were due to the fact that paraeducator salaries and benefits were moved from action 3.10 to action 3.15.

3.15: Material differences were due to the fact that paraeducator salaries and benefits were moved from action 3.10 to action 3.15.

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

The overall effectiveness of actions related to the goal of maintaining a safe learning environment with programs designed to meet the social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism towards making progress can be demonstrated by the meeting of the following measurable outcomes:

3.1, 3.2, and 3.3 all address school climate

Effectiveness of Action: Partially effective

Metric: Suspension rates, expulsion rates, school attendance rates, school safety, and school connectedness.

While the chronic absenteeism rate at John B. Riebli Charter School declined to 11.7%, the goal of reducing it to below 10% was not met. Related to school connectedness, students at John B. Riebli Charter School report much lower perceptions of this as compared to parents and staff with only 23% of John B. Riebli Charter School students responding positively to the question: Do you feel like an important part of your school?

Suspension rates at John B. Riebli were slightly reduced to 3.0%.

### 3.12 Student well-being

Effectiveness of Action: Annual Counseling Data and Board Report

Metric: Partially effective

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, the 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement).

Actions 3.1, 3.2, 3.3, 3.4, and 3.5 which all relate to School Climate have been revised to include metrics from our YouthTruth Survey.

New actions in Goal #3 of the 2024-25 LCAP include:

3.7 School Safety

3.8 School connectedness

Metrics for these actions include survey results from students, parents, and staff.

Action 3.2-School Climate involved suspension rates, expulsion rates, and school attendance rates. This has been changed into separate actions within the 2024-25 LCAP.

New actions in Goal #3 of the 2024-25 LCAP include:

3.4 Chronic Absenteeism

3.5 Attendance Rate

3.6 Suspension and Expulsion Rates

Metrics for these actions will continue to the 2024-25 LCAP.

**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.	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.	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>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.

All actions were implemented as planned.

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.

Action 4.1 was partially effective based on school maintained logs of parental participation.

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 79% participation at Riebli. 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.

Action 4.3 Parent input in decision making was effective based on parent survey completion rate.

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. Riebli Elementary School had 72% participation.

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.

In the coming years, beginning with the 2024-25 LCAP, all three elementary schools: Mark West Elementary, John B. Riebli Elementary School, and San Miguel Elementary School, goals and actions will be combined into one districtwide LCAP. Based on reflections on prior practice and educational partner engagement, The 2024-25 LCAP was centered around three goals rather than four. Goal 1 focuses on the learning environment and student access (Conditions of Learning), Goal 2 focuses on students reaching their fullest potential (Pupil Outcomes), and Goal 3 is centered on the cultivating a safe school community where all are actively involved (Engagement).

The following actions were carried over from Goal #4 to Goal #3 in the 2024-25 LCAP.

Action 4.1- Parent/community involvement was revised and is now part of Goal #3 Actions 3.1-Family Engagement/School Culture and includes metrics for parent input in decision making.

Action 4.3 Parent input in decision making was revised and is now part of Goal #3 Action 3.1-Family Engagement/School Culture and 3.2 Family Engagement for unduplicated students and students with disabilities in the 2024-25 LCAP.

Actions 3.7 and 3.8 were added to the 2024-25 LCAP to provide our educational partners with more information regarding parents' sense of school safety and school connectedness. The desired outcomes were changed to focus on and measure progress each year based on our baseline rather than the achievement of a minimum participation rate.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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%) students are Socioeconomically Disadvantaged 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 expands 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. The Kincadee fire in October of 2019 impacted the air quality, prompted evacuations, and closed schools.
4. Due to wildfire risk, our community endured PG & E Public Power Shot Off (PSPS) days and school was held, if possible, without electricity.
5. 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.
6. 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 youth 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 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 at 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%.
- \* Redesignated Fluent English Proficient (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. 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 that 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.

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 in 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.

Not applicable

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

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

Not applicable

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

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

Not applicable

# 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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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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 Socioeconomically Disadvantaged Students, 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	Nutritional meals provided District and site participation rates	<p>The district offers both breakfast/snack and lunch to our students daily.</p> <p>The percent of students participating in the school nutrition program:</p> <p>District wide: 36.1% Mark West Elementary: 35.0% Riebli Elementary: 34.6% San Miguel Elementary: 41.6%</p>			Maintain providing nutritional meals to students.	
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: <a href="https://drive.google.com/file/d/1-Z6SJ7QXOGbgMakuaW">https://drive.google.com/file/d/1-Z6SJ7QXOGbgMakuaW</a>	<p>Local indicator: Met</p> <p>100% of students with a digital device 100% of teachers reporting full implementation of CA Content Standards</p>			Maintain 100% Implementation of Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<a href="#">SXSOKYDlnrz-xB/view</a>	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 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	Expanded Learning Programs were accessed by 23% of our			Increase participation by 3 to 5% annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pupils and individuals with exceptional needs	students. Of these students:  Title I (Socioeconomically Disadvantaged) 28% EL 17% SWD 20% Foster 2%				

## 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	No
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 supported through highly qualified mentors and the Teacher Induction Program	\$162,946.00	No
1.5	Implementation of the Standards/Frameworks	The district continues to support teachers in order to implement high quality lessons in ELA, math, history/social studies, and NGSS using curriculum aligned to the CA State Standards and Framework.	\$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. English Language para educators work with EL students during designated ELD instruction time and differentiate instruction based on language needs and to support access to core instruction utilizing ELD curriculum.	\$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

Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	Programs and Services for unduplicated students	Programs and services will be developed and provided to our unduplicated students beyond the regular school day. Programs and services include before and after school enrichment and academic programs such as homework clubs, Drop Everything and Read, World Art & Reading, and Summer Enrichment Academy.	\$81,772.00	Yes
<b>1.9</b>	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
<b>1.10</b>	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)
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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. 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. 9% of students with disabilities met or exceeded grade level standards. 8% 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 13% of our English Learners met or exceeded grade level standards on the CAASPP in English/Language Arts</p> <p>8% of our English Learners met or exceeded grade level standards on the CAASPP in math.</p> <p>ELPAC Results District Results 18% of English Learners demonstrated proficiency on the ELPAC</p> <p>John B. Riebli Charter School results 13% 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% of English Learners demonstrated proficiency on the ELPAC</p> <p>San Miguel Charter School results 28% 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.			95% participation of District Teachers in District Professional Development	

## 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 Arts 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 English/Language Arts	\$0.00	No
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

Action #	Title	Description	Total Funds	Contributing
<b>2.5</b>	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
<b>2.6</b>	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 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.	\$2,022,869.00	Yes
<b>2.7</b>	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)                      TK parents=63%                      Kinder parents=62%                      1st grade parents=54%                      2nd grade parents=55%                      3rd grade parents=49%                      4th grade parents=52%                      5th grade parents=47%                      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) Chronic absenteeism rates for student subgroups: 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%+	

# 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	By centering family engagement in decision making around the unique needs of unduplicated students, we will work towards creating more inclusive, equitable, and culturally responsive learning environments. Parent/community outreach will be maintained through advisory committees, websites, social media platforms, and other means of communication in English and Spanish.	\$42,549.00	Yes
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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		quality educational opportunities provided by the Mark West Union School District.		
<b>3.4</b>	Chronic absenteeism	The district will incorporate a holistic approach to rdecrease 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	No
<b>3.5</b>	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
<b>3.6</b>	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
<b>3.7</b>	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
<b>3.8</b>	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 activities into the school curriculum to promote self-awareness, empathy, communication skills, and positive relationships among students	\$2,500.00	No
<b>3.9</b>	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

Action #	Title	Description	Total Funds	Contributing



# 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	\$0.00

## 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
1.6	<p><b>Action:</b> English Learners Instruction and Support</p> <p><b>Need:</b> Current performance in state testing and local assessments indicate a need to increase the educational outcomes and opportunities for our English Learners.</p> <p><b>Scope:</b></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. In order to meet the goals of our English Learners, designated ELD instruction is provided by English Language para educators during designated times. English Language para	EL Access to CA Standards including ELD Standards

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	educators receive specialized training and resources to provide our ELs with access to CA Standards as well as ELD Standards.	
1.8	<p><b>Action:</b> Programs and Services for unduplicated students</p> <p><b>Need:</b> On the 2023 CA Dashboard for both ELA and math academic indicators (grades 3-8), unduplicated students performed lower than "all" students, demonstrating a performance gap between unduplicated students and "all" students.</p> <p><b>Scope:</b> LEA-wide</p>	Our expanded learning opportunity 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. Before and after school programs as well as summer programs are offered to and provided for unduplicated students as well as summer program to support the whole child and provide academic and literacy support, and safe, constructive alternatives for youth.	Access to Programs and Services developed and provided to unduplicated pupils and individuals with exceptional needs
2.3	<p><b>Action:</b> Monitor English Learner progress</p> <p><b>Need:</b> 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><b>Scope:</b> LEA-wide</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 progress on both the ELPAC and the CAASPP statewide assessments.	English Learner Progress (CAASPP and ELPAC)
2.6	<p><b>Action:</b></p>	The MTSS framework focuses on prevention by providing early intervention and support to students who may be at risk , such as ELs, Foster	Professional development records and personnel 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
	<p>Develop, implement, and monitor MTSS resources for supporting unduplicated students who need extra/remedial support</p> <p><b>Need:</b> 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><b>Scope:</b> LEA-wide</p>	<p>Youth, and Low Income students. will receive additional support or individualized support. This action meets the goals for unduplicated pupils in State and local priority areas by providing additional support including small group instruction and/or individualized support from teaching staff and para educators in areas of need identified areas of need including English/Language and mathematics. Professional development opportunities beyond district provided professional development is also provided to teachers and para educators to support the delivery of intervention within the MTSS framework.</p>	
3.2	<p><b>Action:</b> Family Engagement for unduplicated students</p> <p><b>Need:</b> While family engagement can benefit all students, unduplicated students often require a greater degree of parental involvement and advocacy than their peers if these children are to realize school success. Academic performance data indicates that our students who are from lower income homes, Foster Youth, or English Learners are performing lower compared to all students.</p> <p><b>Scope:</b> LEA-wide</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. This action meets the goals for unduplicated pupils by providing opportunities for families of EL students to participate in District English Language Advisory Committees (DELAC), Title I parent information nights for families of Socioeconomically Disadvantaged students and resources for Foster parents. Furthermore, needs assessments and parent surveys are sent out annually to determine areas of need and interest to identify topics for parent workshops and community events. Programs are offered both in person and virtually based on parent input and free child care is available for in person events.</p>	<p>Parental participation in programs for unduplicated students (Local Data) YouthTruth Survey</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
<p><b>2.4</b></p>	<p><b>Action:</b> Monitor student progress toward English fluency</p> <p><b>Need:</b> Current data indicates that approximately 14% of EL students will be re-designated during the 2023-24 school year.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Monitoring our English Learner Reclassification Rate will allow our district to determine how effective our ELD integrated and designated instruction is for our English Learners and avoid Long Term English Learners.</p>	<p>English Learner Reclassification Rate</p>

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

N/A

**Additional Concentration Grant Funding**

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

N/A

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	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%	1.058%	9.324%

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	Planned Percentage of Improved Services
1	1.1	School Facilities	All	No			All Schools	Ongoing	\$0.00	\$688,000.00	\$688,000.00	\$0.00	\$0.00	\$0.00	\$688,000.00	
1	1.2	School meal program	All	No			All Schools	Ongoing	\$0.00	\$170,000.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$170,000.00	
1	1.3	Instructional Materials	All	No			All Schools	Ongoing	\$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			All Schools	Ongoing	\$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			All Schools	Ongoing	\$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	Ongoing	\$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			All Schools	Ongoing	\$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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$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			All Schools	Ongoing	\$0.00	\$700.00	\$0.00	\$700.00	\$0.00	\$0.00	\$700.00	
1	1.10	Visual and Performing Arts (VAPA)	All	No			All Schools	Ongoing	\$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	No			All Schools	Ongoing	\$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	Planned Percentage of Improved Services
2	2.2	Monitor student achievement and outcomes in mathematics including students with exceptional needs	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	Monitor English Learner progress	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$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	Ongoing	\$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			All Schools	Ongoing	\$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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$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			All Schools	Ongoing	\$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			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Family Engagement for unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$42,549.00	\$0.00	\$42,549.00	\$0.00	\$0.00	\$0.00	\$42,549.00	
3	3.3	Student enrollment	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Chronic absenteeism	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.5	Attendance	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Suspensions and Expulsions	All	No			All Schools	Ongoing	\$727,295.00	\$0.00	\$727,295.00	\$0.00	\$0.00	\$0.00	\$727,295.00	
3	3.7	School Safety	All	No			All Schools	Ongoing	\$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	Planned Percentage of Improved Services
3	3.8	School connectedness	All	No			All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	0
3	3.9	Professional development & Support	All	No			All Schools	Ongoing	\$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%	\$1,870,825.00	0.000%	13.919 %	<b>Total:</b>	\$1,870,825.00
								<b>LEA-wide Total:</b>	\$1,870,825.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	1.6	English Learners Instruction and Support	Yes	LEA-wide	English Learners	All Schools	\$109,125.00	
1	1.8	Programs and Services for unduplicated students	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	
3	3.2	Family Engagement for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,549.00	
3	3.4	Chronic absenteeism				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	4,579,452.00			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	12,778,248.00	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)
<b>Totals</b>	\$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
2	2.7	Core curriculum	No	\$20,600.00	\$35,288.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	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
3	3.11	Academic support	No	\$239,938.00	\$213,419.00

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	3.12	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	\$1,704.00
4	4.2	Parent/community communication	Yes	\$86,752.00	\$91,336.00
4	4.3	Parent input in decision making	No	\$0.00	\$0.00

# 2023-24 Annual Update Table

# San Miguel Elementary

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,096,387.00	\$3,202,082.00

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
2	2.7	Core curriculum	No	\$24,296.00	\$33,719.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	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	Yes	\$250,578.00	\$0.00
3	3.11	Academic support	Yes	\$226,004.00	\$217,454.00



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	3.12	Student well-being	Yes	\$0.00	\$0.00
3	3.13	Academic support	Yes	\$49,841.00	\$57,862.00
3	3.14	Student well-being	Yes	\$18,582.00	\$25,204.00
3	3.15	Academic support	Yes	\$0.00	\$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)
<b>Totals</b>	\$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
2	2.7	Core curriculum	No	\$21,996.00	\$36,252.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	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	Yes	\$43,827.00	\$36,928.00
3	3.10	Academic support	Yes	\$286,982.00	\$139,956.00
3	3.11	Academic support	Yes	\$122,214.00	\$116,978.00

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	3.12	Student well-being	Yes	\$0.00	\$0.00
3	3.13	Academic support	Yes	\$49,841.00	\$57,862.00
3	3.14	Student well-being	Yes	\$18,582.00	\$25,204.00
3	3.15	Academic support	Yes	\$0.00	\$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)
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		

# 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	\$530,197.00	\$224,302.00	\$305,895.00	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)
2	2.6	Academic support	Yes	\$0.00	\$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	3.10	Academic support	Yes	\$250,578.00	\$0.00		
3	3.11	Academic support	Yes	\$152,161.00	\$0.00		
3	3.12	Student well-being	Yes	\$0.00	\$0.00		
3	3.13	Academic support	Yes	\$15,928.00	\$0.00		
3	3.14	Student well-being	Yes	\$18,582.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.15	Academic support	Yes	\$0.00	\$0.00		
4	4.2	Parent/community communication	Yes	\$0.00	\$0.00		

# 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	\$627,704.00	\$331,229.00	\$296,475.00	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)
2	2.6	Academic support	Yes	\$0.00	\$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	3.10	Academic support	Yes	\$286,982.00	\$0.00		
3	3.11	Academic support	Yes	\$87,362.00	\$0.00		
3	3.12	Student well-being	Yes	\$0.00	\$0.00		
3	3.13	Academic support	Yes	\$15,928.00	\$0.00		
3	3.14	Student well-being	Yes	\$18,582.00	\$0.00		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.15	Academic support	Yes	\$0.00	\$0.00		
4	4.2	Parent/community communication	Yes	\$0.00	\$0.00		

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**



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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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



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

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

## Year 1 Outcome

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

## Year 2 Outcome

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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



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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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

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

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

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

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

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

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

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