



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wasco Union Elementary School District

CDS Code: 15-63842 0000000

School Year: 2025-26

LEA contact information:

Oscar Luna

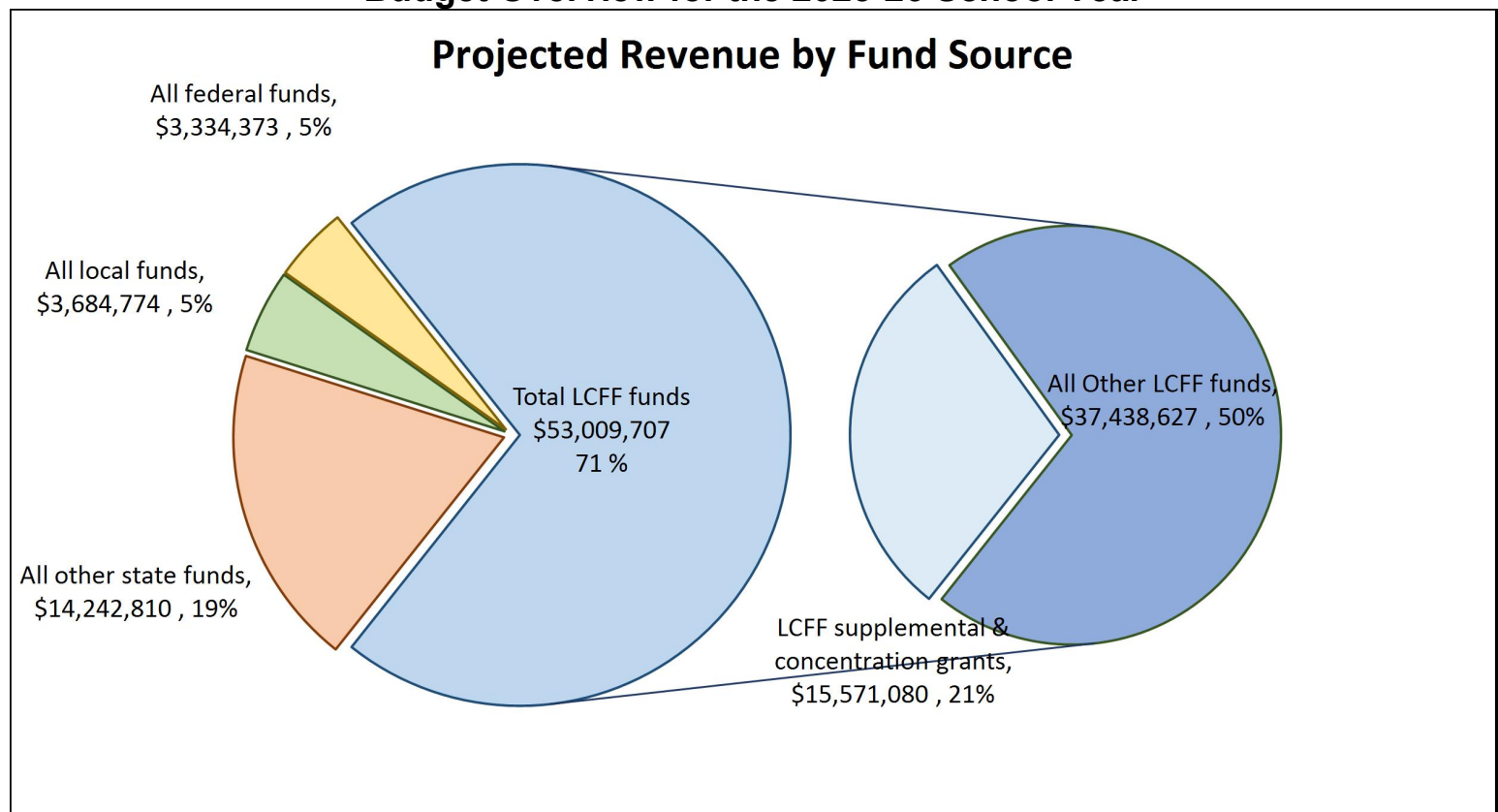
Assistant Superintendent of Educational Services

osluna@wuesd.org

661.758.7100

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 2025-26 School Year

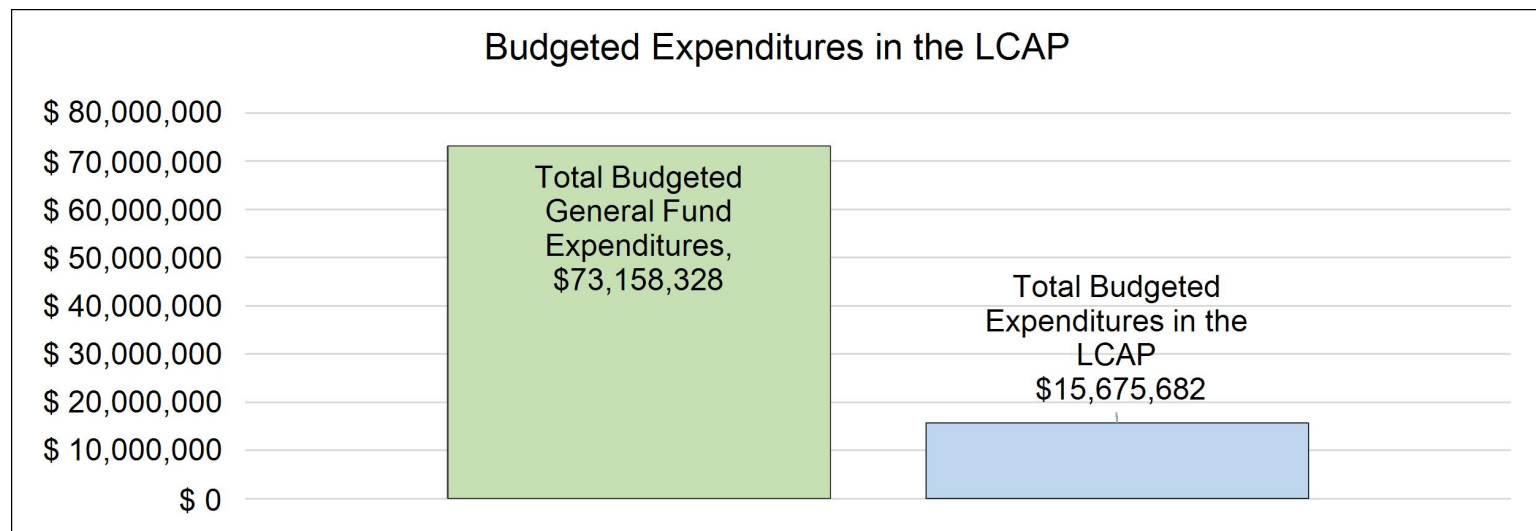


This chart shows the total general purpose revenue Wasco Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wasco Union Elementary School District is \$74,271,664, of which \$53,009,707 is Local Control Funding Formula (LCFF), \$14,242,810 is other state funds, \$3,684,774 is local funds, and \$3,334,373 is federal funds. Of the \$53,009,707 in LCFF Funds, \$15,571,080 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 Wasco Union Elementary School District plans to spend for 2025-26. 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: Wasco Union Elementary School District plans to spend \$73,158,328.00 for the 2025-26 school year. Of that amount, \$15,675,682.00 is tied to actions/services in the LCAP and \$57,482,646 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures outside the scope of the LCAP are utilized to facilitate regular, special, and expanded learning programs and services. Additionally, budgeted expenses are allocated for instructional administration, as well as support services for curriculum development and professional development of the instructional staff. At the school level, designated funds cover administrative costs, such as Principal salaries and clerical support, to ensure smooth daily operations and facilitate effective communication among parents, the community, and district staff. Moreover, general fund expenditures further encompass security and safety measures, maintenance and operations, and facility enhancements crucial for creating a conducive and well-maintained classroom environment conducive to student learning.

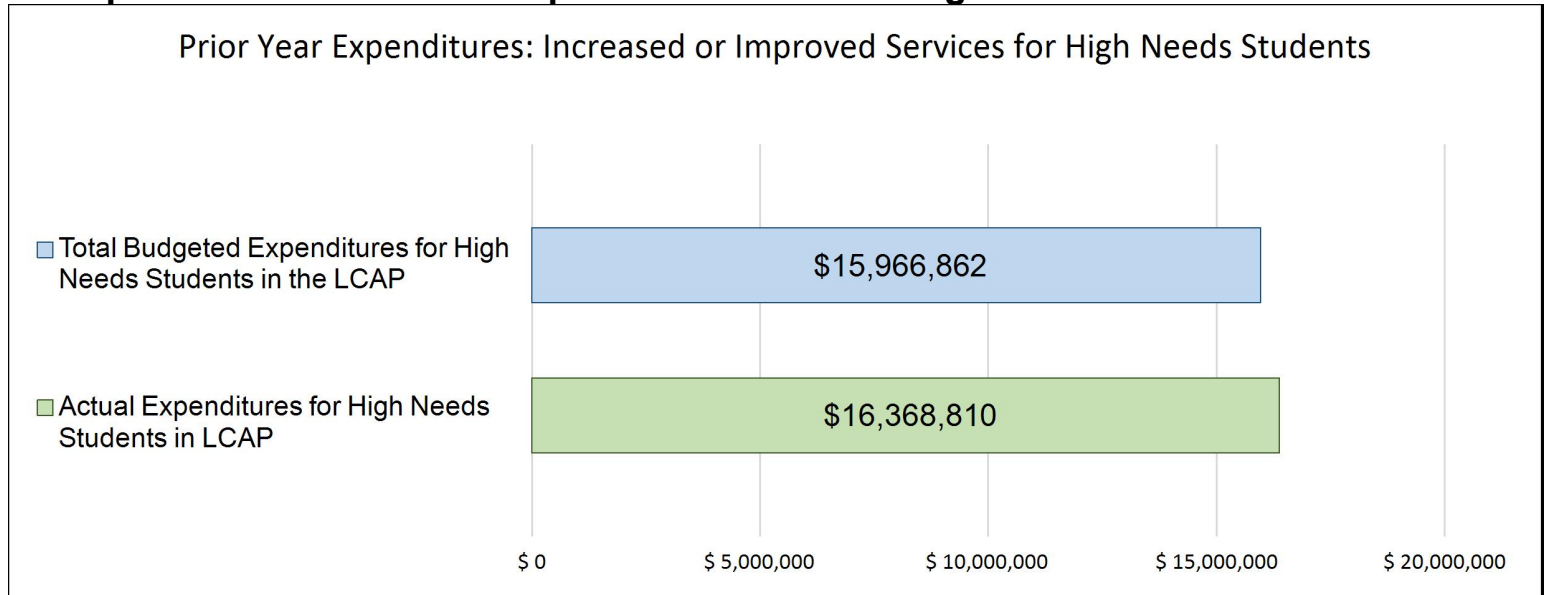
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Wasco Union Elementary School District is projecting it will receive \$15,571,080 based on the enrollment of foster youth, English learner, and low-income students. Wasco Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union Elementary School District plans to spend \$15,675,682.00 towards meeting this requirement, as described in the LCAP.

In the 2025-26 fiscal year, WUESD anticipates receiving \$15,571,080 in funding based on the enrollment of foster youth, English learners, and low-income students. This funding is earmarked to enhance and expand services for high-needs students as outlined in the LCAP. WUESD is committed to allocating the entire amount of \$15,571,080 towards fulfilling this obligation as specified in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Wasco Union Elementary 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 Wasco Union Elementary 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 2024-25, Wasco Union Elementary School District's LCAP budgeted \$15,966,862.00 for planned actions to increase or improve services for high needs students. Wasco Union Elementary School District actually spent \$16,368,810.00 for actions to increase or improve services for high needs students in 2024-25.



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
Wasco Union Elementary School District	Oscar Luna Assistant Superintendent of Educational Services	osluna@wuesd.org 661.758.7100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Wasco Union Elementary School District (WUESD) services students and educational partners of the City of Wasco. The city of Wasco is a close-knit community located in the San Joaquin Valley of California. It is known for its strong agricultural roots and is often referred to as the "Rose Growing Capital of the Nation." The community takes pride in its vibrant local culture, which includes annual events such as the Rose Festival and the Festival of Roses Parade. Wasco is home to diverse neighborhoods, local businesses, and other educational institutions, and its residents are known for their strong sense of community and civic engagement. The city's commitment to preserving its agricultural heritage and fostering a welcoming environment for residents and visitors makes it a unique and inviting place to live and visit.

WUESD comprises six schools: four elementary schools, two middle schools, and one independent study program. WUESD operates as a Schoolwide Title One District, with 90.09% of students classified as socioeconomically disadvantaged, 91.79% qualifying for the Free and Reduced Lunch Program, and 29.36% learning English as a second language. Currently, WUESD services approximately 3,474 students TK - 8th grade district wide (source: Aeries SIS May 2025). 3161, 3189, 1020

WUESD's four elementary schools, Clemens, Prueitt, Burke, and Forrest, serve universal kindergarten through fifth grade, while the two middle schools, Palm Avenue and Thomas Jefferson, serve students in grades six, seven, and eight.

At WUESD, the commitment to "Excellence For All" is evident in the achievements of students, faculty, staff, and leadership each school year. The district's academic focus includes English Language Arts, Mathematics, Next Generation Science Standards, and Social Studies, ensuring that all students progress towards meeting core curriculum standards. WUESD sets high expectations for its employees, believing

that students can achieve their highest potential with a high-quality equity education. The district provides a safe learning environment through school safety protocols, socio-emotional support programs, and resources to foster students' growth. WUESD remains committed to implementing a targeted strategy to expand and enhance multi-tiered systems of support designed to address students' academic, behavioral, and socio-emotional learning needs and achievements.

WUESD actively fosters educational partnerships, creating welcoming environments with increased opportunities for parent engagement and community involvement. The district's mission is to provide all students with an education that promotes lifelong learning, an appreciation for diversity, and responsible citizenship, while its vision is "Excellence for All."

The district is dedicated to aligning LCAP, Federal Categorical Funding, and other funding resources with a comprehensive strategy aimed at enhancing and expanding services for unduplicated students. The ongoing process of planning and reporting on the objectives of the LCAP consistently illustrates its effectiveness in improving support for unduplicated students year after year.

To achieve this goal effectively, it is imperative for WUESD to execute a comprehensive strategic planning process for the development of the new three-year LCAP cycle. This process will encompass a thorough analysis of state and local data, as well as input from educational partners, to identify the specific underlying factors contributing to the distinct needs, conditions, and circumstances of unduplicated students. Once these root causes have been identified, WUESD will be responsible for identifying and implementing the most effective pedagogical practices to enhance student outcomes. Subsequently, outcome data will be utilized to monitor progress, evaluate the efficacy of these practices, and guide ongoing improvement efforts.

WUESD does not receive or qualify for equity multiplier funding.

Reflections: Annual Performance

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

2024 CA Dashboard

Districtwide State Indicator Performance by Student Group currently shows six red performance categories and nine "orange" performance categories on the dashboard. These categories are as follows:

- LEA-wide Student Groups with a "Red" indicator
 - Chronic Absenteeism - African American - District
 - ELA - English Learner - District
 - ELA - Long-Term English Learners - District
 - ELA - Students with Disabilities - District
 - Math - English Learner - District
 - Math - Students with Disabilities - District

Schoolwide " Red" Indicator

ELA - Karl F. Clemenens Elementary - All Students
English Learner Progress - Thomas Jefferson Middle - All Students
Math - Palm Avenue Middle - All Students

School Student Groups with a "Red" indicator
Chronic Absenteeism - Long-Term English Learners - Thomas Jefferson Middle
ELA - English Learner - Teresa Burke Elementary
ELA - English Learner - James A. Forrest Elementary
ELA - English Learner - Karl F. Clemens Elementary
ELA - English Learner - Thomas Jefferson Middle
ELA - Student with Disabilities - Teresa Burke Elementary
ELA - Student with Disabilities - Karl F. Clemens Elementary
ELA - Hispanic - Karl F. Clemens Elementary
ELA - Long-Term English Learners - Thomas Jefferson Middle
ELA - Long-Term English Learners - Palm Avenue Middle
Math - Students with Disabilities - Teresa Burke Elementary
Math - Hispanic - Palm Avenue Middle
Math - Long-Term English Learners - Palm Avenue Middle
Math - Socioeconomically Disadvantaged - Palm Avenue Middle

2023 CA Dashboard

Districtwide State Indicator Performance by Student Group currently shows five red performance categories and nine "orange" performance categories on the dashboard. These categories are as follows:

LEA-wide Student Groups with a "Red" indicator
Chronic Absenteeism - African American - District
Chronic Absenteeism - Foster Youth - District
ELA - English Learner - District
ELA - Students with Disabilities - District
Math - English Learner - District

Schoolwide " Red" Indicator
Math - Palm Avenue Middle - All Students

School Student Groups with a "Red" indicator
ELA - English Learner - Karl F. Clemens Elementary
ELA - English Learner - Palm Avenue Middle
ELA - English Learner - Teresa Burke Elementary
ELA - English Learner - Thomas Jefferson Middle
ELA - Students with Disabilities - Teresa Burke Elementary

ELA - Students with Disabilities - Thomas Jefferson Middle
Math - English Learner - Palm Avenue Middle
Math - English Learner - Thomas Jefferson Middle
Math - Hispanic - Palm Avenue Middle
Math - Socioeconomically Disadvantaged - Palm Avenue Middle

2024 Local Data and Indicators

Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math - Illuminate Data Assessments

Source: Local Illuminate Data

2024 District - 31% Meet or Exceed Standard - ELA

2024 EL Students - 24% Meet or Exceed Standard - ELA

2024 SED Students - 25% Meet or Exceed Standard - ELA

2024 District - 16% Meet or Exceed Standard - Math

2024 EL Students - 10% Meet or Exceed Standard - Math

2024 SED Students - 17% Meet or Exceed Standard - Math

Average Survey of Safety and Climate - Student Connected Surveys - KiDS

79% of students feel like they belong at school

73% of students feel like it is easy to talk with teachers/staff at school

Resource document that provides a summary of student groups, actions, goals, and CSI, DA, as they apply to the District:

<https://docs.google.com/document/d/1tpt02MLB1ZBuWJHHetFbeGwW2j6rwO0DGoBhi-u-fvY/edit>

WUESD has also observed that the red and orange indicators on the CA dashboard align closely with the school-based dashboard data. Given the availability of this data at both district and site levels, it is crucial to develop plans to address these areas of low performance and performance gaps.

Furthermore, WUESD recognizes the importance of evaluating the impact of previous LCAP goals and actions on district and student success. An annual review of the current LCAP goals and actions will be conducted to identify ongoing needs and assess the success of existing initiatives based on state and local data. Goals and actions that have demonstrated success will be maintained, provided that educational partners' feedback and input support their continuation.

The development of new LCAP goals and actions will be guided by a comprehensive analysis of current state and local data in conjunction with input from educational partners. The focus will remain on delivering direct and improved services for unduplicated student groups to ensure equitable opportunities for all students within the district.

WUESD does not have any unexpended LREBG funding, as all funding has been exhausted during the 2024-2025 school year.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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	To actively involve parents as educational partners in the development of the LCAP, we utilized surveys and school site meetings. The surveys included questions from the school connectedness survey, allowing parents to provide feedback on school safety, culture, instructional programs, intervention services, and the 8 state priorities. Parents were encouraged to express their preferences for inclusion in the LCAP and provide reasoning for their suggestions. Additionally, the surveys sought input on enhancing services for low-income, EL, and Foster youth students. The survey was administered in the month of March and was open to parents for approximately 3 weeks. The survey responses were organized based on their significance to guide the influence on the LCAP. At each school site, a designated parent LCAP meeting night was held, where parents were presented with a summary of the LCAP, current goals and actions, the purpose of the LCAP, and a review of student data. These meetings took place in February and March, and all parents were invited to participate. Following each session, parents were invited to share their feedback and suggestions, either verbally or in writing. Similar to the survey responses, the input and feedback from parents during the meetings were categorized by their significance in an effort to shape the LCAP.
Students	To actively involve students as educational partners in the development of the LCAP, we utilized surveys. The student

Educational Partner(s)	Process for Engagement
	connectedness survey served as an instrument specifically designed to gauge the levels of connectedness students in grades 3 through 8 feel toward the school community. This comprehensive survey measures students' feelings, perceptions, involvement, and overall connectedness to the school environment, providing valuable insights into their experiences and sense of belonging. The survey was administered in the Fall and Spring and was open to students for approximately 2 weeks.
Teachers and Other School Personnel	To actively involve teachers and other school personnel as educational partners in the development of the LCAP, we utilized teacher and staff surveys to gather their input and feedback. The surveys included questions based on school safety, culture, instructional programs, intervention services, and the 8 state priorities. Teachers were encouraged to express their preferences for inclusion in the LCAP and provide reasoning for their suggestions. Additionally, the surveys sought input on enhancing services for low-income, EL, and Foster youth students. These surveys were administered in the month of March. The survey responses were organized based on their significance in guiding the influence on the LCAP.
Principals and Administrators	During a District March cabinet meeting, a dedicated Principal and Administrator Educational Partners forum was held to facilitate open dialogue and gather valuable feedback on the 2025-2026 LCAP. This forum provided an important opportunity for Principals and Administrators to offer their insights and suggestions on the goals, actions, and expenditures outlined in the plan, specifically focusing on enhancing and expanding services for unduplicated student groups. In addition to sharing their input, Principals and Administrators also had the opportunity to review student achievement data, which was instrumental in identifying areas for improvement and ongoing development within the District. The feedback provided by principals and administrators was documented and organized according to key areas, including student outcomes, conditions of learning, and engagement.
Local Bargaining Union Educational Partners	The Local Bargaining Union convened an Educational Partners Consultation meeting with the District to facilitate an in-depth dialogue

Educational Partner(s)	Process for Engagement
	and gather valuable input from labor partners. The purpose of this meeting was to provide labor partners with a comprehensive overview of the 2025-2026 LCAP and to engage them in a collaborative process aimed at incorporating their feedback and insights. The Local Bargaining Unions convened in the month of April. During the consultation meeting, labor partners were presented with a detailed LCAP overview, a comprehensive budget outline, a thorough review of student achievement data, and an overview of the current LCAP process. The District sought to ensure that their perspectives and recommendations were integrated into the planning and decision-making process. The input and feedback provided by the labor partners serve to enrich the planning process and contribute to the creation of a more comprehensive and inclusive 2025-2026 LCAP.
Parent Advisory Committee and English Language Parent Advisory Committee	The District Advisory Committee (DAC) and the English Language Parent Advisory Committee (DELAC) convened to incorporate feedback and input from educational partners into the LCAP. This session was conducted simultaneously with the DAC and DELAC in the month of March. The session included a comprehensive review of student outcomes, incorporating state and local data, including detailed reporting on student group information, and providing time for receiving valuable feedback from the DAC and DELAC. This collaborative platform allowed the DAC and DELAC to gain deeper insights into the needs of students and the district community and seek advice for addressing areas of need. The feedback and input received during this session played an important role in impacting and influencing the development of the 2025-2026 LCAP. Two students were added to the Parent Advisory Committee for the 2024-2025 school year to meet the Student Representation Requirement.
Special Education Local Plan Area (SELPA) Consultation	A SELPA consultation took place at the Kern County Superintendent of Schools office as part of the LCAP development series training in the month of April. The KCC SELPA Member Local Plan Assurance involved members of the District and the local SELPA leadership team. This consultation focused on various critical areas, including

Educational Partner(s)	Process for Engagement
	academic achievement, suspension rates, graduation and dropout rates, least restrictive environment (LRE)/inclusion, preschool indicators, DRDP (Desired Results Developmental Profile) performance, disproportionate representation, transition planning, and compliance measures. By prioritizing these specific indicators, the district aimed to proactively enhance support and resources for students with disabilities, ensuring a holistic and inclusive educational environment that fosters their academic and personal growth. The consultation addressed the integration and inclusion of students with disabilities within the District academic interventions, school climate efforts, attendance and engagement supports and interventions, as well as LCAP feedback groups.

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

As the District carefully considers all feedback in alignment with district goals and identified needs, it is important to acknowledge that not all expressed needs can be accommodated within the LCAP due to the constraints of limited LCFF resources. In response to input from educational partners, several revisions have been incorporated into the LCAP to ensure that the plan remains responsive to the evolving needs of the educational community. These revisions reflect the commitment to incorporating diverse perspectives and insights into the ongoing development and refinement of the LCAP.

Based on the valuable feedback from educational partners, there has been a request for broader, more expansive goals encompassing a holistic perspective. This approach will empower the District to foster creativity and innovation in addressing overarching objectives related to student outcomes, conditions of learning, and engagement. Incorporating the feedback received from educational partners, the 2025-2026 LCAP has been influenced as follows:

Parents

Based on parent feedback, there are several key priorities. Parents want a continued focus on student safety and expanded support for staff involved in safety interventions. They also emphasized the importance of enhancing technology services, as educational technology plays a crucial role in helping students connect and develop 21st-century skills. Additionally, parents desire more opportunities for involvement, such as access to the library and family engagement services beyond regular hours, along with workshops. These initiatives will be supported in the LCAP under Goals 2 and 3, with a focus on student support staff and small group instruction through targeted professional development and class size reduction.

Students

Student feedback highlights the need for a greater emphasis on multi-tiered systems of support. They recognize that academic success alone does not define a successful student, stressing the importance of meeting behavioral and social-emotional learning expectations. Students have also requested the continuation and expansion of music programs, student incentives, and extracurricular activities, noting that these services enhance engagement and strengthen their connection to the school.

Teachers and Other School Personnel

Teachers and school personnel believe District oversight services for instruction and student learning need expansion. They feel additional support is required for PLC development and Tier I instruction, as well as targeted services for EL students to aid reclassification and appropriate interventions. Classified staff seek expanded maintenance and transportation services, stressing that maintenance is essential to keep schools operational, and transportation is vital for student access. Both groups request the continuation and expansion of health services, noting increased student health needs in recent years and the importance of meeting those needs.

Principals and Administrators

Feedback from principals and administrators highlights the need to prioritize supplemental professional development for teachers and staff, particularly in areas addressing student and community needs. They strongly recommend maintaining the district-wide physical education and ATS programs, which provide crucial resources to students. Administrators also stress the importance of focusing on basic services for students and families to establish a solid foundation for student learning and success.

Local Bargaining Union Educational Partners

According to feedback from local labor partners, prioritizing teacher and staff retention is crucial. The local bargaining unions emphasized that the current fiscal times may lead to a decline in teacher and staff morale. They suggested that bringing back incentive programs for teachers and staff would help boost morale. Additionally, maintaining the 20 extra minutes of instruction would allow teachers to have additional time with students and be compensated for such services.

Parent District Advisory Committee (DAC) and English Language Parent Advisory Committee (DELAC)

Feedback from the DAC and DELAC stressed that ensuring student safety must be the highest priority. The DAC pointed out that upkeeping school facilities and operations is vital for safeguarding students. Meanwhile, the DELAC advocated for enhanced services for EL students both within and beyond the classroom, underscoring that EL students require not just quality teachers but also support staff to help them access additional essential services. Both committees also emphasized the importance of expanding opportunities for student incentives and family engagement.

Special Education Local Plan Area (SELPA)

The feedback from the SELPA consultation emphasized that prioritizing multi-tiered systems of support is one of the top priorities. During the SELPA consultation, the District and the SELPA group identified the need for quality pre-referral services for students requiring extra support. The feedback from the consultation requested a review of how students are initially identified for special education services. It is important to

establish pre-referral services that enable students and parents to receive interventions at the school site level before being considered for further evaluation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement Academic Achievement - Accelerating Student Learning With High Expectations for All Provide every student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal #1 is comprehensive and broad in nature. The district's fundamental educational program and the resources required to deliver public education are funded by the district's general fund. The initiatives outlined in Goal #1 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to achieve academic success. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. Through initiatives such as increased access to educational technology, class size reductions, dedicated staff for data monitoring, and ongoing oversight of the LCAP metrics, we aim to enhance students' academic performance.

According to the 2023 California Dashboard student achievement data, the results for English Language Arts indicate that the district's average score was 47.1 points below the standard, maintaining 1.1. In mathematics, the district's average score was 84.2 points below the standard, 5.2 points increased. This data underscores the need to maintain a strong focus on enhancing and expanding essential educational services with a specific emphasis on improving academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average Distance from Standard in CAASPP ELA Source: CA Dashboard Priority: 4a	2023 District 47.1 Points Below Standard 2023 EL Students 76 Points Below Standard 2023 SED Students 50.5 Points Below Standard	2024 District 49.2 Points Below Standard 2024 EL Students 80.2 Points Below Standard 2024 SED Students 52.6 Points Below Standard 2024 LTEL Students* -127 Points Below Standard * Baseline (new student group)		2026 District 40.1 Points Below Standard 2026 EL Students 66 Points Below Standard 2026 SED 40.5 Points Below Standard 2026 LTEL Students 107 Points Below Standard	District -2.1 Difference EL Students -4.2 Difference SED Students -2.1 Difference
1.2	Average Distance from Standard in CAASPP Math Source: CA Dashboard Priority: 4a	2023 District 84.2 Points Below Standard 2023 EL Students 102.9 Points Below Standard 2023 SED Students 87.2 Points Below Standard	2024 District 83.6 Points Below Standard 2024 EL Students 102.3 Points Below Standard 2024 SED Students 86.7 Points Below Standard 2024 LTEL Students * -174.1 Points Below Standard *Baseline (new student group)		2026 District 78.2 Points Below Standard 2026 EL Students 92.9 Points Below Standard 2026 SED 77.2 Points Below Standard 2026 LTEL Students* 154 Points Below Standard	District -0.6 Difference EL Students -0.6 Difference SED -0.6 Difference
1.3	Average Progress Towards English Language Proficiency	2023 District 55.8% Making Progress	2024 District 45.2% Making Progress		2026 District 60.8% Making Progress	District -10.6% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard Priority: 4e					
1.4	Average English Learner Reclassification Rate Source: Local KiDS Priority: 4f	2023 District 7.81% Reclassification Rate	2024 District 14.63% Reclassification Rate		2026 District 10% Reclassification Rate	District +6.82% Difference
1.5	Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math Source: Local Illuminate Data Priority: 8a	2023 District 29% Meet or Exceed Standard - ELA 2023 EL Students 23% Meet or Exceed Standard - ELA 2023 SED Students 27% Meet or Exceed Standard - ELA 2023 District 15% Meet or Exceed Standard - Math 2023 EL Students 9% Meet or Exceed Standard - Math 2023 SED Students 16% Meet or Exceed Standard - Math	2024 District 31% Meet or Exceed Standard - ELA 2024 EL Students 24% Meet or Exceed Standard - ELA 2024 SED Students 25% Meet or Exceed Standard - ELA 2024 Hispanic Students 15% Meet or Exceed Standard- ELA **new baseline group 2024 District 16% Meet or Exceed Standard - Math 2024 EL Students 10% Meet or Exceed Standard - Math		2026 District 40% Meet or Exceed Standard - ELA 2026 EL Students 38% Meet or Exceed Standard - ELA 2026 SED Students 40% Meet or Exceed Standard - ELA 2026 HIS Students 18% Meet or Exceed Standard- ELA 2026 District 32% Meet or Exceed Standard - Math 2026 EL Students 25% Meet or Exceed Standard - Math 2026 SED Students	District +2% Difference EL Students +1% Difference SED Students -2% Difference District +1% Difference EL Students +1% Difference SED Students +1% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 SED Students 17% Meet or Exceed Standard - Math 2024 Hispanic Students 18% Meet or Exceed Standard- Math **new baseline group		34% Meet or Exceed Standard - Math 2026 Hispanic Students 21% Meet or Exceed Standard - Math	

Goal Analysis [2024-25]

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.

The following actions from Goal #1 were fully implemented as planned; however, not all students benefited equally from their implementation. Some challenges and successes are described below:

Actions 1.1, 1.2, 1.3, and 1.5: Actions were successfully implemented during the 2024-2025 school year. EL support staff consisted of four EL Student Coaches at each elementary school site, six EL Parent Outreach Liaisons at each school site, and Four District EL Support Staff and were fully staffed during the 2024-2025 school year. EL support staff worked collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet ELs' linguistic and academic needs. Librarians and Clerks at all school sites were fully staffed. They offered practical and dependable supplemental support services for all school libraries and site-based resources, all of which directly contributed to improved student engagement and academic performance with a focus on low-income students. District Supplemental Programs Oversight was fully staffed during the 2024-2025 school year. Two Assistant Superintendents, the Director of Curriculum, and Teachers on Special Assignment (TOSAs) collaborated closely with teachers and administrators to ensure that curriculum standards were met and that educational programs were aligned with state requirements. Technology Support Personnel were fully staffed during the 2024-2025 school year and ensured that Ed Tech needs were in good working order for both students and teachers. They provided technical assistance and troubleshooting for classroom Ed Tech digital tools and devices.

Action 1.4: Action was successfully implemented during the 2024-2025 school year. Classroom Ed Tech and online educational support services were provided during Tier II intervention and UA instructional time to respond to the unique academic needs of low-income, foster youth, and ELs. This action addressed the lowest performance level for ELs, SEDs, SWDs, and Hispanic students in ELA.

Action 1.6: Action was successfully implemented during the 2024-2025 school year. The Middle School STEM & College and Career Exploration Program exposed students to college and career programs at the middle school that they would normally not have access to, providing them with hands-on learning opportunities.

Other Challenges:

The cost of educational technology has seen a significant increase in pricing. This posed a challenge in budgeting correctly for Action 1.4 Classroom Ed Tech and online academic support services. Action 1.6, the Middle School STEM & College and Career Exploration Program, was new to the middle schools. This poses a challenge to student engagement efforts that will be addressed and strengthened for the next school year.

Other Successes:

During the 2024-2025 school year, WUESD had tremendous success in fully staffing staff in Actions 1.1, 1.2, 1.3, and 1.5. In previous school years, we faced the challenge of fully staffing positions within the District.

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.

WUESD conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The substantive differences are due to the following:

Action 1.1 - Increase in funding due to realignment of salaries and wages and increase of FTEs.

Action 1.4 - Reduction of funding in technology needs, as current purchases are only a one-time purchase that were acquired during the 2024-2025 school year.

Action 1.6 - Increase in funding as program needs have decreased.

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

Goal #1 of the LCAP aims for Academic Achievement - Accelerating Student Learning With High Expectations for All. Provide every student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards. The following includes a description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal of Goal #1.

Actions 1.1 and 1.3: Demonstrated to be ineffective based on statewide assessment data. The district average of ELA CAASPP fell below 9.1 points below standard in 2024 in comparison to 2023. The district average of Math CAASPP fell 5.4 points below the standard in 2024, compared to 2023. Actions 1.1 and 1.3 will continue to be monitored with CAASPP and local data to ensure success for the 2025-2026 school year. The following metrics will continue to be monitored for Actions 1.1 and 1.3 - Academic Indicator for CAASPP Language Arts (Metric 1.1) and Academic Indicator for CAASPP Math (Metric 1.2).

Actions 1.2, 1.4, 1.5, and 1.6: Demonstrated to be partially effective based on the Average English Learner Reclassification Rate increasing 4.63% from 2024 to 2023 (Metric 1.4). Average Meet or Exceeded Standard in Local Benchmarks, rising 2% from 2024 to 2023 in ELA and rising 1% from 2024 to 2023 Math (Metric 1.5).

Following a thorough analysis of the results, the district has concluded that the actions taken under Goal #1 have effectively made progress toward achieving the set actions and overall goal. The district acknowledges that students continue to receive support and high expectations learning expectations that meet state expected standards. Therefore, it is imperative that the 2025-2026 LCAP continues to include to provide every student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

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.

Goal #1 of the LCAP aims to achieve Academic Achievement by Accelerating Student Learning with High Expectations for All. Provide every student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards. The following includes any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice:

No changes will be made to the planned goal and target outcomes.

Action 1.1 - Reduction of funding for literacy systems to be acquired electronically.

Action 1.2 - Updated metric as the wrong metric was indicated. Now reflects the correct metric 1.5.

Action 1.4 - Reduction of funding in technology needs, as current purchases are only a one-time purchase that were acquired during the 2024-2025 school year.

Action 1.6 - Reduction of funding due to curriculum being purchased last year.

Metric 2.1 and 2.2 - LTELs were added as a new student group.

Metric 1.5 - Hispanic subgroup was added for monitoring.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	EL Support Staff	Four EL Student Coaches at each elementary school site, Six EL Parent Outreach Liaisons at each school site, and Four District EL Support Staff will provide necessary assistance and support for all EL Students to determine services, interventions, and supports effectively. EL support staff will work collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet ELs' linguistic and academic needs. EL support staff will also assist in creating a culturally responsive and inclusive learning environment, which fosters the academic and social-emotional growth of EL students. This action will fund EL personnel and EL and early literacy supplies and materials to support all EL students. EL Support Staff will support LTELs by providing targeted language instruction, academic support, and personalized learning plans, collaborating with classroom teachers, and facilitating communication with parents and guardians.	\$1,248,765.00	Yes
1.2	Librarians & Clerks at All School Sites	Librarians and Clerks at all school sites will provide effective and dependable supplemental support services for all school libraries and site-based resources, all of which directly contribute to improved student engagement and academic performance with a focus on low-income students. Librarians and clerks will be provided at all school sites in order to improve access to a wide range of books and other educational materials that students may otherwise not have access to. School libraries foster a love of reading which is vital for improving literacy skills and provide a safe space for students to study, read, complete assignments, and connect with their peers. This action will fund a Librarian and Clerk for each school site.	\$921,963.00	Yes
1.3	District Supplemental Programs Oversight	District Supplemental Programs Oversight will fund two Assistant Superintendents (partially funded), a Director of Curriculum (partially funded), and Teachers on Special Assignment (TOSA) (fully funded). Two partially funded Assistant Superintendents will implement educational services, assess educational programs, and address student and staff	\$932,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs. The Director of Curriculum will work closely with teachers and administrators to ensure that curriculum standards are met and that educational programs are aligned with state requirements. Three TOSAs will provide support in areas such as curriculum development, instructional coaching, staff professional development, and student intervention coordination. District Supplemental Programs Oversight helps ensure that resources are used efficiently, which can positively impact students by providing access to quality education and necessary support services. To strengthen this action and improve outcomes, professional development for District Supplemental Programs Oversight staff in the area of PLCs and effective staff management will be added. Additional state and federal funding will be utilized to help support this action. This action addresses the lowest performance level for ELs, SEDs, SWDs, and Hispanic students in ELA.		
1.4	Classroom Educational Technology & Online Educational Support Services	Classroom Ed Tech and online educational support services will be provided during Tier II intervention and UA instructional time in order to respond to the unique academic needs of low-income, foster youth, and ELs. By providing online instructional programs, students can receive immediate feedback, helping students understand and learn from their mistakes quickly. Teachers can use data from online programs to identify student learning patterns, strengths, and areas for improvement, enabling more effective instruction. This action will fund Classroom Educational Technology & Online Educational Support service contracts, network services, and student and staff licensing access. This action addresses the lowest performance level for ELs, SEDs, and Hispanic students in Math.	\$871,349.00	Yes
1.5	Technology Support Personnel	Technology Support Personnel will ensure that Ed Tech needs are in good working order for both students and teachers and provide technical assistance and troubleshooting for classroom Ed tech digital tools and devices. These efforts directly contribute to improved academic	\$557,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance and outcomes, focusing on English learners, low-income students, and foster youth, thereby minimizing loss of instructional time. This action will fundThis action will fully and partially fund five classified confidential technology support personnel.		
1.6	Middle School STEM & College and Career Exploration Program	Middle School STEM & College and Career Exploration Program exposes students to the college and career programs at the middle school that would normally not have access to these types of hands-on learning opportunities. These efforts contribute to improved academic performance by enhancing motivation, engagement, and understanding of real-world applications, building essential skills, increasing college and career readiness, and broadening students' perspectives and aspirations. This action will fund supplies and materials for hands-on activities, educational field trips, STEM and college and career events, and supplemental instructional materials.	\$20,600.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Multi-Tiered Systems of Support (MTSS) Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring equitable access to resources and interventions. Improve school conditions for student learning and systems that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal #2 is comprehensive and broad in nature. The initiatives outlined in Goal #2 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to achieve academic, behavioral, and social-emotional success. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. Through initiatives such as increased access to EL support staff, alternatives to suspension, dedicated staff for intervention implementation, and professional development, we aim to enhance students' academic performance.

According to the 2023 California Dashboard student academic engagement data, the results for Chronic Absenteeism indicate that the district's average was 23.3% chronically absent. In addition, the 2023-2024 Student Connectedness Survey indicates that 31% of students feel like they do not belong when they are at school. This data underscores the need to maintain a strong focus on enhancing and expanding essential Multi-Tiered Systems of Support with a specific emphasis on improving academic, behavioral, and social-emotional achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Teacher Credential and Assignment Source: Local KiDS Priority: 1a	2023 District 93.2% Teachers Fully Credentialed	2024 District 94.2% Teachers Fully Credentialed		2026 District 97% Teachers Fully Credentialed	District +1% Difference
2.2	Percentage of Access to Standard Materials for All Source: Williams Act Visitation Priority: 1b	2023 District 100% Access to Standard Materials for All	2024 District 100% Access to Standard Materials for All		2026 District 100% Access to Standard Materials for All	District 100% Difference Maintained
2.3	Percentage of Facilities in Good Repair Source: Facilities Inspection Tool (FIT) Priority: 1c	2023 District 100% Facilities in Good Repair	2024 District 100% Facilities in Good Repair		2026 District 100% Facilities in Good Repair	District 100% Difference Maintained
2.4	Percent of time TOSAs work with teachers on implementation of the standards Source: Coaching Logs Priority: 2a	2023 District TOSAs work with teachers on implementation of standards for 39% of their time.	2024 District TOSAs work with teachers on implementation of standards for 41% of their time.		2026 District TOSAs work with teachers on implementation of standards for 49% of their time.	District +2% Difference
2.5	Percent of classroom walk throughs demonstrating EL strategies Source: Local Site Visits and Classroom Walkthrus Priority: 2b	2023 District 21% classroom walk throughs demonstrating EL strategies	2024 District 30% classroom walk throughs demonstrating EL strategies		2026 District 31% classroom walk throughs demonstrating EL strategies	District +9% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percentage of classroom walk throughs where small group instruction is observed. Source: Local Site Visits and Classroom Walkthrus Priority: 7a	2023 District 36% classroom walk throughs where small group instruction is observed.	2024 District 39% classroom walk throughs where small group instruction is observed.		2026 District 46% classroom walk throughs where small group instruction is observed.	District +3% Difference
2.7	Percentage of classroom walk throughs where increase of rigor rate is beyond remembering and understanding Source: Local Site Visits and Classroom Walkthrus Priority: 7a	2023 District 21% classroom walk throughs where increase of rigor rate is beyond remembering and understanding	2024 District 25% classroom walk throughs where increase of rigor rate is beyond remembering and understanding		2026 District 40% classroom walk throughs where increase of rigor rate is beyond remembering and understanding	District +4% Difference
2.8	Number of MTSS meetings held to review student interventions for ELs and low-income students Source: School Site MTSS Meeting Agenda & Minutes Priority: 7b	2023 District 16 of MTSS meetings held to review student interventions throughout the academic school year.	2024 District 26 of MTSS meetings held to review student interventions throughout the academic school year.		2026 District 20 of MTSS meetings held to review student interventions throughout the academic school year.	District +10 Meetings Difference
2.9	Percentage of ELs and low-income students being serviced by the 95% group program Source: 95% Group Logs Priority: 7b	2023 District 29% of students being serviced by the 95% group program	2024 District 28% of students being serviced by the 95% group program		2026 District 20% of students being serviced by the 95% group program	District -1% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percentage of SWDs Students In Regular Classroom Equal or Greater than 80% Source: CALPADS Reporting Priority: 7c	2023 District 64.65% Percentage of SWDs Students In Regular Classroom Equal or Greater than 80%	2024 District 67% Percentage of SWDs Students In Regular Classroom Equal or Greater than 80%		2026 District 72% Percentage of SWDs Students In Regular Classroom Equal or Greater than 80%	District +2.35% Difference

Goal Analysis [2024-25]

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.

The following actions from Goal #2 were fully implemented as planned; however, not all students benefited equally from their implementation. Some challenges and successes are described below:

Actions 2.1, 2.2, 2.3, and 2.5: Actions were successfully implemented during the 2025-2026 school year. Assistant Principals/Learning Directors at each school site extended support to unduplicated students at the direction of the site principal to increase student achievement. Class sizes were reduced, allowing teachers to facilitate increased student interaction, provide small-group instruction, and implement Universal Design for Learning principles in all content areas. The 95% group provided intensive one-on-one tutoring focused on the many vowels and consonant blends unique to English, which are significant challenges for unduplicated students to overcome. Increased Daily Instruction (20 Minutes) allowed Teachers to facilitate academic interventions in small groups, SEL instruction, and increase student interactions, all of which directly contribute to improved student engagement and academic performance with a focus on English learners, Low-income students, and foster youth.

Action 2.4: Action was successfully implemented during the 2025-2026 school year. Supplemental Professional Development for Certificated and Classified Staff allowed staff to receive training designed to address and remedy barriers to learning encountered by unduplicated students.

Other Challenges:

95% group initiatives struggled to meet the needs of the students in the area of literacy. This was a hurdle as 95% group language tutors receive limited training and professional development in the areas of literacy and the science of reading. In addition, supplemental professional development for classified staff was optional and was not very well attended. These challenges are currently being reviewed, and appropriate action will be taken to address them effectively.

Other Successes:

During the 2025-2026 school year, WUESD had tremendous success in fully staffing all Actions in goal #2. In previous school years, we faced the challenge of fully staffing positions within the District.

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.

WUESD conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The substantive differences are due to the following:

Action 2.1 - Increase in funding due to realignment of salaries and wages.

Action 2.3 - Increase in funding due to increased FTE, hours, and days of language tutors.

Action 2.4 - Decrease funding to reduce professional development day offerings and limit conference and attendance trainings.

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

Goal #2 of the LCAP aims for Multi-Tiered Systems of Support (MTSS). Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring equitable access to resources and interventions. Improve school conditions for student learning and systems that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level. The following includes a description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal of Goal #2.

Actions 2.1, 2.2, 2.4, and 2.5: Demonstrated to be effective based on the percent of classroom walk-throughs demonstrating rigor beyond remembering and understanding (Metric 2.4), classroom walkthrough logs monitoring Universal Access Time (Metric 2.6), and the number of MTSS meetings held to review student interventions for ELs and low-income students (Metric 2.8). Percent of classroom walk-throughs demonstrating rigor beyond remembering and understanding increased by 2% in comparison to the previous year. Classroom walkthrough logs monitoring Universal Access Time increased by 3% in comparison to the previous year. The number of MTSS meetings held to review student interventions for ELs and low-income students increased by 10 meetings in comparison to the previous year.

Action 2.3: Demonstrated to be ineffective based on the Percentage of ELs and low-income students being served by the 95% group program. The district average for students being served by the 95% group program decreased 1% from the 2023-2024 to the 2024-2025 school year. The following metrics will continue to be monitored for Actions 2.3: Implementation rubrics monitoring the percentage of EL students being served by the 95% group program (Metric 2.9).

Following a thorough analysis of the results, the district has concluded that the actions taken under Goal #2 have effectively made progress toward achieving the set actions and overall goal. The district acknowledges that students continue to a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring

equitable access to resources and interventions. Therefore, it is imperative that the 2025-2026 LCAP continues to provide every student with Multi-Tiered Systems of Support (MTSS), targeted interventions, and fidelity to district programs and practices.

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.

Goal #2 of the LCAP aims for Multi-Tiered Systems of Support (MTSS). Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring equitable access to resources and interventions. Improve school conditions for student learning and systems that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level. The following includes any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice:

No changes will be made to the planned goal, planned metrics, and target outcomes.

Action 2.1 - Increase in funding due to realignment of salaries and wages.

Action 2.3 - Increase in funding due to personnel costs.

Action 2.4 - Decrease funding to reduce professional development day offerings and limit conference and attendance trainings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Assistant Principals/Learning Directors	Assistant Principal/Learning Directors at each school site extend support to unduplicated students at the direction of the site principal to increase student achievement. The Assistant Principal/Learning Directors' priority is to monitor the progress of unduplicated students, attendance interventions, manage multi-tiered support systems, and oversee intervention services. Assistant Principals play a key part in creating a positive and supportive school environment that promotes student success through MTSS and attendance interventions. This action will fund an Assistant Principal/Learning Director at each school site.	\$1,223,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Class Size Reduction Teachers and Instructional Aides	Class sizes will be reduced so teachers are able to facilitate increased student interaction, provide small group instruction, and implement universal design for learning principles in all content areas. By providing small group instruction, teachers can better understand individual student needs and tailor their instruction accordingly using UDL learning principles, providing a more personalized learning experience. Additional 12 teachers and 14 instructional aides will be increased in the K-3 grade levels. To strengthen this action and improve outcomes, professional development for teachers in the area of UDL and small group instruction will be added. The implementation of small group instruction will be monitored (metric 2.6). This action addresses the lowest performance level for ELs, SEDs, and Hispanic students in ELA.	\$1,965,139.00	Yes
2.3	95% Group Language Tutors & Program Needs	The 95% Group is targeted at the two schools most needing assistance due to the higher English learners' levels at each school (Teresa Burke and Karl Clemens Elementary Schools). The program provides intensive one-on-one tutoring to practice the many vowels and consonant blends only found in English, which are roadblocks for unduplicated students to overcome. All of these efforts directly contribute to improved access to standard materials for all and the implementation of standards. This action will fund 8 Language Tutors and provide program operational funding.	\$504,657.00	Yes
2.4	Supplemental Professional Development for Certificated & Classified Staff	Supplemental Professional Development for Certificated and Classified Staff specifically is designed to address and remedy barriers to learning encountered by unduplicated students. Supplemental Professional Development for Certificated and Classified Staff will serve as buy-back days and extra time for staff for the specific needs and program weaknesses as determined by the identified needs of unduplicated students. All of these efforts directly contribute to improved implementation of standards, unduplicated programs/services, and programs/services for SWDs, with a focus on English learners, low-income students, and foster youth. This action will fund 4 buyback days for all staff and provide	\$588,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional extra time funding for other professional development and training.		
2.5	Increased Daily Instruction (20 Minutes)	Increased Daily Instruction (20 Minutes) Teachers can facilitate academic intervention in small groups, SEL instruction, and increase student interactions, all of which directly contribute to improved student engagement and academic performance with a focus on English learners, Low-income students, and foster youth. This action will fund an additional 20 daily instructional minutes across all grade levels and at all school sites. This additional 20 minutes of instruction over the year will increase instructional time by 4%, equivalent to eight full school days. To strengthen this action to improve outcomes, increased daily instruction will now include an instructional focus on academic intervention in small groups, SEL instruction, and increased student interactions.	\$905,772.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Culture & Safety Culture & Safety - Create a school culture that fosters a safe and supportive environment, conducive to learning, and cultivates a sense of connection and belonging for all students and staff. Maintain a positive school culture, sufficient instructional materials, safe and clean facilities, core classroom staffing, engage educational partners, and other basic conditions necessary to implement actions across all LCAP goals effectively.	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.

Goal #3 is comprehensive and broad in nature. The initiatives outlined in Goal #3 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to create a school culture that fosters a safe and supportive environment. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. We aim to enhance culture and safety at each school site and district through initiatives such as increased access to social and emotional support, health services, extracurricular activities, and student awards and incentives.

According to the 2023 California Dashboard academic engagement and conditions and climate data, the results for Chronic Absenteeism indicate 23.3% of students being chronically absent and 0.5% of students being suspended at least one day. This data underscores the need to maintain a strong focus on enhancing and expanding essential school climate support services with a specific emphasis on improving safety and cultural achievement at all school sites and district-wide.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The district's efforts in seeking parent input in making decisions for the district and school resources Source: Annual Parent LCAP Survey Priority: 3a	2023 District 217 Parents participated in the completion of the Annual Parent LCAP Survey	2024 District 230 Parents participated in the completion of the Annual Parent LCAP Survey		2026 District 255 Parents participated in the completion of the Annual Parent LCAP Survey	District +13 Difference
3.2	Promote parental participation in programs for Low Income, English Learners, and Foster Youth Source: Advisory Committee Representation Priority: 3b	2023 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 41% of schools with parent representation	2024 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 38% of schools with parent representation		2026 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 58% of schools with parent representation	District -3% Difference
3.3	The district's efforts in promotion of parental participation in programs for students with exceptional needs Source: Annual Parent Climate Survey Priority: 3c	2023 District 4.11% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students	2024 District 6.01% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students		2026 District 20% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students	District +2% Difference
3.4	Average Attendance Rates Source: Local KiDS Attendance Dashboard	2023 District 94.29% Attendance Rate 2023 EL Students	2024 District 95.4% Attendance Rate 2024 EL Students		2026 District 96.29% Attendance Rate 2026 EL Students	District +1.2% Attendance Rate EL Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: 5a	94.6% Attendance Rate 2023 SED Students 94.4% Attendance Rate 2023 Homeless Youth 90.6% Attendance Rate 2023 Foster Youth 94.7% Attendance Rate	95.4% Attendance Rate 2024 SED Students 95.3% Attendance Rate 2024 Homeless Youth 91.5% Attendance Rate 2024 Foster Youth 95.6% Attendance Rate 2024 LTEL Students * 94% Attendance Rate *Baseline (new student group) 2024 AA Students * 93.81% Attendance Rate *Baseline (new student group)		96.6% Attendance Rate 2026 SED Students 96.4% Attendance Rate 2026 Homeless Youth 93.6% Attendance Rate 2026 Foster Youth 96.7% Attendance Rate 2026 LTEL Students 95.5% Attendance Rate 2026 AA Students 95% Attendance Rate	+ .8% Attendance Rate SED Students + .9% Attendance Rate Homeless Youth + .9% Attendance Rate 2024 Foster Youth + .9% Attendance Rate
3.5	Average Chronic Absenteeism Rates Source: CA Dashboard Priority: 5b	2023 District 23.3% Chronically Absent 2023 EL Students 22% Chronically Absent 2023 SED Students 22.9% Chronically Absent 2023 Homeless Youth 50% Chronically Absent	2024 District 16.1% Chronically Absent 2024 EL Students 16.3% Chronically Absent 2024 SED Students 16.5% Chronically Absent		2026 District 15% Chronically Absent 2026 EL Students 15% Chronically Absent 2026 SED Students 15% Chronically Absent	District -6.8% Chronically Absent EL Students -5.7% Chronically Absent SED Students -7.3% Chronically Absent Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Foster Youth 46.2% Chronically Absent	2024 Homeless Youth 41.4% Chronically Absent 2024 Foster Youth 33.3% Chronically Absent 2024 LTEL Students * 19.7% Chronically Absent *Baseline (new student group) 2024 AA Students * 23.68% Chronically Absent *Baseline (new student group)		2026 Homeless Youth 25% Chronically Absent 2026 Foster Youth 25% Chronically Absent 2026 LTEL Students 17.7% Chronically Absent 2026 AA Students 20% Chronically Absent	-8.6% Chronically Absent 2024 Foster Youth -12.8% Chronically Absent
3.6	Average Middle School Dropout Rate Source: CALPADS Report 8.1c Priority: 5c	2023 District 0% Dropout Rate	2024 District 0% Dropout Rate		2026 District 0% Dropout Rate	District 0% Maintained
3.7	Average Pupil Suspension Rates Source: CA Dashboard Priority: 6a	2023 District 0.5% Suspended at least one day 2023 EL Students 0.4% Suspended at least one day 2023 SED Students 0.6% Suspended at least one day 2023 Homeless Youth	2024 District 0.4% Suspended at least one day 2024 EL Students 0.5% Suspended at least one day 2024 SED Students 0.4% Suspended at least one day		2026 District 0.5% Suspended at least one day 2026 EL Students 0.4% Suspended at least one day 2026 SED Students 0.5% Suspended at least one day	District -.1% Suspended at least one day EL Students +.1% Suspended at least one day SED Students -.2% Suspended at least one day Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.8% Suspended at least one day 2023 Foster Youth 3.2% Suspended at least one day	2024 Homeless Youth 0% Suspended at least one day 2024 Foster Youth 3.2% Suspended at least one day 2024 LTEL Students * 2.3% Suspended at least one day Suspended at least one day *Baseline (new student group)		2026 Homeless Youth 0.5% Suspended at least one day 2026 Foster Youth 0.5% Suspended at least one day 2026 LTEL Students 1.3% Suspended at least one day	-1.8% Suspended at least one day Foster Youth 0% Suspended at least one day
3.8	Average Pupil Expulsion Rates Source: CA Dashboard Priority: 6b	2023 District 0% Pupil Expulsions	2024 District 0% Pupil Expulsions		2026 District 0% Pupil Expulsions	District 0% Maintained
3.9	Average Survey of Safety and Climate Source: Student Connected Surveys - KiDS Priority: 6c	2023 District 74% of students feel like they belong at school 71.87% of students feel like it is easy to talk with teachers/staff at school	2024 District 79% of students feel like they belong at school 73% of students feel like it is easy to talk with teachers/staff at school		2026 District 80% of students feel like they belong at school 78% of students feel like it is easy to talk with teachers/staff at school	District +5% Difference +1.2% Difference

Goal Analysis [2024-25]

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.

The following actions from Goal #3 were fully implemented as planned; however, not all students benefited equally from their implementation. Some challenges and successes are described below:

Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10: Actions were successfully implemented during the 2025-2026 school year. Counselors and Behavior Intervention Specialists addressed intense social-emotional behavior and improved the sense of having a caring adult for all students, including unduplicated students. Health Services at each school site helped reduce and prevent health barriers that impacted all students, including Low-Income, Foster Youth, and English Learners, from attending school regularly. The District Music Program offered regularly scheduled instrumental music classes at all school sites. The Districtwide Physical Education Program provided an enhanced and equitable physical education curriculum for unduplicated student groups. Middle School Dean of Students were instrumental in providing students with the comprehensive support and programs needed to succeed both inside and outside the classroom. Middle School Extra-Curricular Programs and After-School Sports provided opportunities for students in the district to access various after-school clubs and programs to enrich and expand core curriculum learning. Student Awards and Incentives provided tangible rewards and recognitions that encouraged regular and punctual attendance. Increased Operations & Transportation Staff extended support and services to provide transportation to ensure equitable access to school, community services, and other community resources that will help maximize student potential. Parent Engagement & Involvement helped build the capacity of all families, including Low-Income, Foster Youth, and English Learners, to support learning at home and bridge the instructional gap between home and school. Two ATS Teachers and two ATS Aides supported students experiencing classroom behavior challenges by implementing restorative practices and an SEL curriculum that taught students how to manage their emotions and better self-regulate.

Other Challenges:

Parent involvement remains a challenge, as more parents need to attend family engagement opportunities. Parents and families were offered the Parent Project, Loving Solutions, Parent University, and other workshop opportunities to enhance family engagement. During the 2025-2026 school year, efforts will be made to increase family engagement outreach at all school sites with a potential increase in funding.

Other Successes:

During the 2025-2026 school year, WUESD had tremendous success in fully staffing all Actions in goal #3. In previous school years, we faced the challenge of fully staffing positions within the District.

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.

WUESD conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The substantive differences are due to the following:

Action 3.1, 3.5, 3.8, and 3.10 - Increase in funding due to increased FTE and realignment of salaries and wages.

Action 3.7 - Decrease funding to reduce and limit student incentives.

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

Goal #3 of the LCAP aims for Culture & Safety - Create a school culture that fosters a safe and supportive environment, conducive to learning, and cultivates a sense of connection and belonging for all students and staff. Maintain a positive school culture, sufficient instructional materials, safe and clean facilities, core classroom staffing, engage educational partners, and other basic conditions necessary to implement actions across all LCAP goals effectively. The following includes a description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal of Goal #3.

Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, and 3.10: Demonstrated to be effective based on the Local KiDS attendance data monitoring average attendance rates (Metric 3.4), CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5), and CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7). Average attendance rates increased by .8% across all student groups in comparison to the previous year. Average chronic absenteeism rates increased by 4.5% across all student groups in contrast to the prior year. Foster and homeless youth decreased or remained the same by 1.8% in comparison to the previous year.

Action 3.9: Demonstrated to be ineffective based on the District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC) percentage of schools with parent representation (Metric 3.2). The district average of the District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC) percentage of schools with parent representation decreased by 3% from the 2023-2024 to the 2024-2025 school year. During the 2025-2026 school year, efforts will be made to increase family engagement outreach at all school sites with a potential increase in funding.

Following a thorough analysis of the results, the district has concluded that the actions taken under Goal #3 have effectively made progress toward achieving the set actions and overall goal. The district acknowledges that students continue to have a school culture that fosters a safe and supportive environment, conducive to learning, and cultivates a sense of connection and belonging for all students and staff. Therefore, it is imperative that the 2025-2026 LCAP continues to provide every student with a school culture that fosters a safe and supportive environment, safe and clean facilities, and fidelity to district programs and practices.

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.

Goal #3 of the LCAP aims for Culture & Safety - Create a school culture that fosters a safe and supportive environment, conducive to learning, and cultivates a sense of connection and belonging for all students and staff. Maintain a positive school culture, sufficient instructional materials, safe and clean facilities, core classroom staffing, engage educational partners, and other basic conditions necessary to implement actions across all LCAP goals effectively. The following includes any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice:

No changes will be made to the planned goal and target outcomes.

Action 3.1, 3.4, 3.5, and 3.10 - Increase in funding due to increased FTE and realignment of salaries and wages.

Action 3.8 - Increase in funding due to increased FTE and realignment of salaries and wages. Increase in funding for non-personnel expenses for operational costs.

Action 3.7 - Decrease funding to reduce and limit student incentives.

Metric 3.4, 3.5, and 3.7 - LTELs were added as a new student group. African American sub group was added to Metrics 3.4 and 3.5 to monitor progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counselors & Behavior Intervention Specialist	Counselors and Behavior Intervention Specialists address intense social-emotional behavior and improve the sense of having a caring adult for all students including unduplicated students. Counselors and Behavior Intervention Specialists deliver services at each school site and conduct daily check-in/check-out with students in Tier II, conduct classroom checks, support classroom teachers with behavioral interventions, lead counseling groups, restorative circles, grief support, and work directly with parents of students in Tier II. All of these efforts directly contribute to improved academic performance and SEL progress and increase a sense of belonging from students with a focus on English learners, low-income students, and foster youth. This action will provide funding for 6 counselors and 6 behavior intervention specialists.	\$1,599,972.00	Yes
3.2	Health Services	Health Services at each school site will help reduce and prevent the health barriers impacting all students, including Low-Income, Foster Youth, and English Learners, from attending school regularly. Health Services will provide direct prevention services for medical, vision, and dental needs for students, focusing on English learners, low-income students, and foster	\$960,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth. This action will fund 6 school health clerks, 3 nurses, 1 LVN, and 1 health services support staff. This action addresses the lowest performance level for African American and Foster Youth students in Chronic Absenteeism.		
3.3	District Music Program	District Music Program will offer regularly scheduled instrumental music classes at all school sites. The District Music Program will provide an enriching curriculum to students, directly contributing to school climate and student engagement with a focus on English learners, Low-income students and foster youth. This action will fund 2 music teachers who will service all school sites on a rotating schedule. To strengthen this action to improve outcomes, metrics to monitor the effectiveness of the District Music Program will include attendance rates and chronic absenteeism rate metrics.	\$334,809.00	Yes
3.4	Districtwide Physical Education Program	Districtwide Physical Education Program will provide an enhanced and equitable physical education curriculum for unduplicated student groups. The Districtwide Physical Education Program ensures that students are appropriately educated on proper nutrition and engaging in healthy lifestyle choices. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will provide funding for 4 physical education teachers and 8 physical education aides.	\$962,946.00	Yes
3.5	Middle School Dean of Students	Middle School Dean of Students are instrumental in giving students the comprehensive support and programs needed to succeed inside and outside the classroom. The Dean of Students provides support, interventions, and resources to at-risk students. Students could be at risk of graduation, behavior, attendance, or academically. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will provide funding for two deans of students, one for each middle school site.	\$301,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Middle School Extra-Curricular Programs & After-School Sports	Middle School Extra-Curricular Programs and After-School Sports provide opportunities for students in the district to access various after-school clubs and programs to enrich and expand core curriculum learning. Extracurricular and Sports offerings vary yearly based on teacher availability, student needs, and district resources. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will fund Middle School Extra-Curricular Programs and After-School Sports supplies, materials, and equipment.	\$167,585.00	Yes
3.7	Student Awards & Incentives	Student Awards and Incentives will provide tangible rewards or recognitions that can encourage regular and punctual attendance. Student Awards and Incentives create a sense of accomplishment and pride for students, further motivating them to attend school consistently. By offering incentives, schools can demonstrate the value they place on attendance and emphasize its importance to the overall student educational experience. This action will fund Student Awards and Incentives at all school sites.	\$60,000.00	Yes
3.8	Increased Operations & Transportation Services & Staff	Increased Operations & Transportation Staff will extend support and services to provide transportation to ensure equitable access to school, community services, and other community resources that will help maximize student potential. Staff will also address improved sanitation of facilities to decrease illness and absences. This action will fund 6 operations and transportation staff members that will service all school sites.	\$1,073,387.00	Yes
3.9	Parent Engagement & Involvement	Parent Engagement & Involvement will help build the capacity of all families, including Low-Income, Foster Youth, and English Learners to support learning at home and bridge the instructional gap between home and school. Parent Engagement & Involvement funding resources will increase community outreach in efforts	\$89,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to increase participation from families who are less engaged and harder to connect to the school community. Parent engagement and involvement activities will include hosting parent education nights focusing on important topics such as internet safety, bullying prevention, and mental health awareness. Additionally, workshops will be offered to parents on supporting learning at home, understanding the curriculum, and accessing educational resources. This action will fund Parent Engagement & Involvement supplies, materials, and other resources. To strengthen this action to improve outcomes, classified staff extra time will be added to provide child care services at parent engagement and involvement activities.		
3.10	Middle School Alternative to Suspension (ATS)	Two ATS Teachers and two ATS Aides will support students experiencing classroom behavior challenges by implementing restorative practices and an SEL curriculum that teaches students how to manage their emotions and better self-regulate. The Middle School Alternative to Suspension (ATS) program will expand restorative practices and on-campus interventions. These initiatives will provide support for students to successfully transition back to the regular classroom and ensure that they do not experience academic setbacks while in ATS by delivering the grade-level curriculum. To strengthen this action and improve outcomes, professional development for ATS teachers in the area of social-emotional learning and behavioral support will be added.	\$386,172.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$15,571,080	\$2,043,272

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
41.914%	0.000%	\$0.00	41.914%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Librarians & Clerks at All School Sites Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district.	Librarians will support improving access to library and literacy services throughout the school day and during scheduled after-school hours. Clerks will engage in family outreach initiatives, monitor academic interventions, and offer support services to enhance student-school connectedness and engagement. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from access	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) District local benchmarks (Illuminate Assessments) (Metric 1.5)

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
	Educational partner feedback from EL and low-income families indicated that many students have limited access to a wide range of books, which develops a love of reading among students and quiet places to read and study. Scope: LEA-wide	to library and literacy services and family outreach initiatives, monitoring of academic interventions, and support services.	
1.3	Action: District Supplemental Programs Oversight Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. CAASPP Math is at the lowest performance level, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from Teachers indicated that teachers have limited support in addressing their needs and receiving instructional coaching, which impacts the efficient use of instructional resources. Scope:	Two Assistant Superintendents will implement educational services, assess educational programs, and address student and staff needs. The Director of Curriculum will work closely with teachers and administrators to ensure that curriculum standards are met and that educational programs are aligned with state requirements. Three TOSAs will provide support in curriculum development, instructional coaching, staff professional development, and student intervention coordination. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from access to quality education and necessary support services.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	Action: Classroom Educational Technology & Online Educational Support Services Need: The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to online instructional programs that support tier-II interventions and UA small-group instruction that help support the unique academic needs of low-income, foster youth, and ELs. Scope: LEA-wide	Our district will continue to provide Ed Tech and online instructional programs that support students to receive immediate feedback, helping students understand and learn from their mistakes quickly. This action is provided LEA-wide because additional student groups at the low-performance level in math can benefit from tier II interventions supported through educational technology.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2) District local benchmarks (Illuminate Math Assessments) (Metric 1.5)
1.5	Action: Technology Support Personnel Need: The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below	Our district will continue to provide Technology Support Personnel support for continued technology services district-wide. Technology Support Personnel will provide support to ensure that technology services are in good working order in order to avoid lost instructional time.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2)

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
	standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to technology services and request support from Technology Support Personnel to ensure that technology services are in good working order for both students and teachers and provide technical assistance and troubleshooting for classroom Ed tech digital tools and devices. Scope: LEA-wide	This action is provided LEA-wide because additional student groups at the low-performance level in math can benefit from educational technology, which is supported through this action.	District local benchmarks (Illuminate Math Assessments) (Metric 1.5)
1.6	Action: Middle School STEM & College and Career Exploration Program Need: The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to college and career programs at the middle school that can serve to broaden students' exposure to STEM and College and Career opportunities.	Our district will continue to provide Middle School STEM & College and Career Exploration Program services for continued access to hands-on learning opportunities district-wide. Middle School STEM & College and Career Exploration Program will enhance motivation, engagement, and understanding of real-world applications, building essential skills, increasing college and career readiness, and broadening students' perspectives and aspirations. This action is provided school-wide because all students at this age can benefit from opportunities to broaden their perspectives in order to increase college and career readiness.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2) District local benchmarks (Illuminate Assessments) (Metric 1.5)

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
	Scope: Schoolwide		
2.1	Action: Assistant Principals/Learning Directors Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Students who are not meeting standards need the appropriate intervention services based on their unique academic, behavioral, or SEL needs. Educational partner feedback from EL and low-income families indicated the need to monitor the progress of unduplicated students, attendance interventions, manage multi-tiered support systems, and oversee intervention services. Scope: LEA-wide	Our district will continue to provide Assistant Principals/Learning Directors to expand intervention services and increase multi-tiered systems of support. Assistant Principals/Learning Directors provide English learners and low-income students and foster youth support in intervention services and multi-tiered systems of support in the areas of academics, behavior, and social-emotional learning. This action is provided LEA-wide because students who are struggling with academics, behavior, and social-emotional learning can benefit from intervention services and multi-tiered systems of support.	We will monitor the progress of EL and low-income students using: The number of MTSS meetings held to review student interventions for ELs and low-income students (Metric 2.8)
2.2	Action: Class Size Reduction Teachers and Instructional Aides	Our district will continue to provide class size reductions to expand student interactions and small-group instruction. By providing small group	We will monitor the progress of EL and low-income students using:

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
	Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Educational partner feedback from EL and low-income families indicated that many students have limited access to small-group instruction and academic intervention support and request support for class size reductions to provide opportunities for increased student interactions in grades K-3. Scope: Schoolwide	instruction, teachers can better understand individual student needs and tailor their instruction accordingly through UDL learning principles, providing a more personalized learning experience that considers the unique learning needs of ELs and Low-income students. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from small-group instruction support and interventions.	Classroom walkthrough logs monitoring Universal Access Time (Metric 2.6)
2.3	Action: 95% Group Language Tutors & Program Needs Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red). Educational partner feedback from teachers indicates that ELs need additional support to overcome the challenges of learning English to become proficient readers.	Our district will continue to provide 95% Group Language Tutors to expand EL programs/services. 95% Group Language Tutors provides intensive one-on-one tutoring to practice the many vowels and consonant blends only found in English, which are roadblocks for unduplicated students to overcome. This action is provided school-wide because all students in grades TK-5 can benefit from language and literacy support.	We will monitor the progress of EL and low-income students using: Implementation rubrics monitoring the percentage of EL students being served by the 95% group program (Metric 2.9)

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
	Scope: Schoolwide		
2.4	Action: Supplemental Professional Development for Certificated & Classified Staff Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Teachers expressed in educational partner feedback the necessity for professional development in order to acquire the skills needed to craft more demanding and compelling learning experiences for students, thus enhancing rigor. Scope: LEA-wide	Our district will continue to provide Supplemental Professional Development for Certificated & Classified Staff to address and remedy barriers to learning encountered by unduplicated students. Supplemental Professional Development for Certificated & Classified Staff will help address and remedy barriers to learning encountered by English learners and low-income students and foster youth EL interventions and supports. This action is provided LEA-wide because all students in grades TK-8 can benefit from Supplemental Professional Development for Certificated & Classified Staff that will help address and remedy barriers to learning.	We will monitor the progress of EL and low-income students using: Percent of classroom walk-throughs demonstrating rigor beyond remembering and understanding. (Metric 2.4)
2.5	Action: Increased Daily Instruction (20 Minutes) Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the	Our district will continue to provide Increased Daily Instruction (20 Minutes) to expand academic intervention in small groups, SEL instruction, and increased student interactions. Increased Daily Instruction (20 Minutes) will help increase improved student engagement and academic	We will monitor the progress of EL and low-income students using:

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
	lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Educational partner feedback from Teachers and Administration indicated the need for necessary academic intervention in small groups, SEL instruction, and increased student interactions to increase improved student engagement and academic performance in grades TK-8. Scope: LEA-wide	performance for English learners and low-income students and foster youth. This action is provided LEA-wide because all students in grades TK-8 can benefit from Increased Daily Instruction (20 Minutes) that will help increase improved student engagement and academic performance.	Classroom walkthrough logs monitoring Universal Access Time (Metric 2.6)
3.1	Action: Counselors & Behavior Intervention Specialist Need: The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback fro low-income families indicated the need to improve social-emotional behavior and the sense of having a caring adult at all school sites and requested Counselors & Behavior Intervention	Our district will continue to provide Counselors & Behavior Intervention Specialist will expand social-emotional behavior support. Counselors & Behavior Intervention Specialists will help increase student engagement and connectedness for English learners, low-income students, and foster youth. This action is provided LEA-wide because all students in grades TK-8 can benefit from Counselors & Behavior Intervention Specialists who will help improve student engagement and connectedness.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7)

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
	Specialists to increase improved student engagement and connectedness in grades TK-8. Scope: LEA-wide		
3.2	Action: Health Services Need: The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster youth and low-income families indicated that many students had limited access to health prevention and support and requested support from health services to provide opportunities for increased student academic engagement in grades TK-8. Scope: LEA-wide	Our district will continue providing Health Services to expand student academic engagement. Health Services provides English learners, low-income students, and foster youth support in health prevention and support services. This action is provided LEA-wide because all students in grades TK-8 can benefit from health prevention and support services that will ultimately expand student academic engagement for students in grades TK-8.	We will monitor the progress of Foster and Homeless Youth students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

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
3.3	Action: District Music Program Need: The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster and homeless youth and low-income families indicated that many students had limited access to the music-enriching curriculum and requested support from the District Music Program to provide opportunities for increased student academic engagement in grades TK-8. Scope: LEA-wide	Our district will continue providing District Music Program services to directly contribute to school climate and student engagement by providing students with an enriching experience they might not otherwise have access to. This action is provided LEA-wide because all students in grades TK-8 can benefit from the District Music Program, which will ultimately expand student academic engagement for students in grades TK-8.	We will monitor the progress of Foster and Homeless Youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.4	Action: Districtwide Physical Education Program Need: The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster	Our district will continue to provide the District Physical Education Program to expand education on nutrition and engaging in healthy lifestyle choices. District Physical Education Program will help increase student engagement and connectedness for English learners, low-income students, and foster youth. This action is provided LEA-wide because all students in grades TK-8 can benefit from the District Physical Education Program, which will	We will monitor the progress of Foster and Homeless Youth and low-income students using: CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

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
	(Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from Foster and Homeless Youth and low-income families indicated the need to appropriately educate students on proper nutrition and engaging in healthy lifestyle choices and requested a Districtwide Physical Education Program to increase improved student engagement and connectedness in grades TK-8. Scope: LEA-wide	help improve student engagement and connectedness.	
3.5	Action: Middle School Dean of Students Need: The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback from foster youth, EL, and low-income families indicated that many students had limited access to support, interventions, and resources for at-risk students and requested support from the Middle School Dean of Students to provide	Our district will continue to provide the Middle School Dean of Students to expand support, interventions, and resources for at-risk students. The Middle School Dean of Students will help increase school site conditions and climate for English learners, low-income students, and foster youth. This action is provided school-wide because all students in grades 6-8 can benefit from the Middle School Dean of Students, which will help improve school site conditions and climate.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7)

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
	opportunities for increased school site conditions and climate in grades 6-8. Scope: Schoolwide		
3.6	Action: Middle School Extra-Curricular Programs & After-School Sports Need: The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster and homeless youth and low-income families indicated that many students had limited access to various after-school clubs and programs to enrich and expand core curriculum learning. These programs and activities provide students with a sense of belonging and connection to their school, making them more likely to attend regularly. Scope: Schoolwide	Our district will continue to provide Middle School Extra-Curricular Programs and After-School Sports to expand access to various after-school clubs and programs to enrich and expand core curriculum learning. The Middle School Extra-Curricular Programs and After-School Sports will help increase school site conditions and climate for English learners, low-income students, and foster youth. This action is provided school-wide because all students in grades 6-8 can benefit from the Middle School Extra-Curricular Programs and After-School Sports, which will help improve school site conditions and climate.	We will monitor the progress of Foster and Homeless Youth and low-income students using: CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

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
3.7	Action: Student Awards & Incentives Need: The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from parents and staff indicated the need to increase student incentives. Student incentives serve as positive reinforcement, encouraging a habit of attendance that extends beyond the immediate rewards. Scope: LEA-wide	Our district will continue to provide Student Awards and Incentives to expand access to various special academic awards. The Student Awards and Incentives will allow schools to demonstrate the value they place on attendance and emphasize its importance to the overall student educational experience. This action is provided LEA-wide because all students in grades TK-8 can benefit from the Student Awards and Incentives, which will help increase student attendance.	We will monitor the progress of homeless youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.8	Action: Increased Operations & Transportation Services & Staff Need: The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard.	Increased Operations & Transportation Staff will extend support and services to provide transportation to ensure equitable access to school, community services, and other community resources that will help maximize student potential. Staff will also address improved sanitation of facilities to decrease illness and absences. This action will fund 4 operations and transportation staff members that will service all school sites. This action is provided LEA-wide because all students in grades TK-8 can benefit from the	We will monitor the progress of Foster and Homeless Youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

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
	Educational partner feedback from foster youth, EL, and low-income families indicated that many students have limited access to transportation services and improved sanitation of facilities and requested support from the Increased Operations & Transportation Services & Staff to provide opportunities for increased student academic engagement in grades TK-8. Scope: LEA-wide	Operations & Transportation Services & Staff, which will ultimately expand student academic engagement for students in grades TK-8.	
3.9	Action: Parent Engagement & Involvement Need: In 2023, only 41% of schools have parent representation on the District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC). Educational partner feedback from EL and low-income families indicated limited access to support learning at home and bridging the instructional gap between home and school. They requested support from Parent Engagement & Involvement to provide opportunities for increased parental involvement. Scope:	Our district will continue to provide Parent Engagement & Involvement to expand access to support learning at home and bridge the instructional gap between home and school. These activities will include hosting parent education nights focusing on important topics such as internet safety, bullying prevention, and mental health awareness. Additionally, workshops will be offered to parents on supporting learning at home, understanding the curriculum, and accessing educational resources. This action is provided LEA-wide because all students and families in grades TK-8 can benefit from the Parent Engagement & Involvement, which will help improve parental involvement.	We will monitor the progress of EL and low-income students using: District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC) percentage of schools with parent representation (Metric 3.2)

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		
3.10	Action: Middle School Alternative to Suspension (ATS) Need: The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback from low-income middle school families indicated the need to continue to provide restorative practices and on-campus interventions and request support from the Middle School Alternative to Suspension (ATS) program to provide opportunities for increased restorative circles, SEL curriculum, and behavior conferencing for students in grades 6-8. Scope: Schoolwide	Our district will continue to provide Middle School Alternative to Suspension (ATS) programs to expand restorative practices and on-campus interventions. These initiatives will provide support for students to successfully transition back to the regular classroom and ensure that they do not experience academic setbacks while in ATS by delivering the grade-level curriculum. This action is provided school-wide because students struggling with behaviors in grades 6-8 can benefit from restorative practices and on-campus interventions.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7)

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
1.1	Action: EL Support Staff Need: The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red), 102.9 points below standard. Educational partner feedback from EL and low-income families indicated the need for necessary assistance and support for all EL Students with EL interventions and supports. Scope: Limited to Unduplicated Student Group(s)	Our district will continue to provide EL Support Staff to expand EL programs/services. EL support staff will work collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet ELs' linguistic and academic needs.	We will monitor the progress of EL students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2) Average Progress Towards English Language Proficiency (Metric 1.3)

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.

Not Applicable

Additional Concentration Grant Funding

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

Educational partner feedback provided valuable input on needed staff on school campuses who will provide direct services to students. All schools at WUESD are above the 55% unduplicated pupil percentage; therefore, there are no 2024-25 LCAP for WUESD comparison schools. The criteria used to determine which schools receive additional staff was based on the highest schools with unduplicated students.

Additional concentration grants were used to hire additional staff:

- Action 1.1 - Additional Teachers for Class-Size Reduction
- Action 2.2 - Additional FTE (.50) for Teacher on Special Assignment
- Action 2.3 - Additional FTE for 95% Group Language Tutors
- Action 3.8 - Additional FTE (2.2) for Operations and Transporation Staff

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:22
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:24

2025-26 Total Planned 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	37,149,730	15,571,080	41.914%	0.000%	41.914%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$15,675,682.00	\$0.00	\$0.00	\$0.00	\$15,675,682.00	\$14,176,625.00	\$1,499,057.00

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	EL Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026 School Year	\$1,196,765.00	\$52,000.00	\$1,248,765.00				\$1,248,765.00	
1	1.2	Librarians & Clerks at All School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$921,963.00	\$0.00	\$921,963.00				\$921,963.00	
1	1.3	District Supplemental Programs Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$925,377.00	\$6,858.00	\$932,235.00				\$932,235.00	
1	1.4	Classroom Educational Technology & Online Educational Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$0.00	\$871,349.00	\$871,349.00				\$871,349.00	
1	1.5	Technology Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$555,556.00	\$1,800.00	\$557,356.00				\$557,356.00	
1	1.6	Middle School STEM & College and Career Exploration Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2025-2026 School Year	\$0.00	\$20,600.00	\$20,600.00				\$20,600.00	

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	2.1	Assistant Principals/Learning Directors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$1,195,843.00	\$27,550.00	\$1,223,393.00				\$1,223,393.00	
2	2.2	Class Size Reduction Teachers and Instructional Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens, John L. Prueitt, Teresa Burke, and James A. Forrest Elementary School Kindergarten - 3rd Grade	2025-2026 School Year	\$1,965,139.00	\$0.00	\$1,965,139.00				\$1,965,139.00	
2	2.3	95% Group Language Tutors & Program Needs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens and Teresa Burke Elementary School TK - 5th Grade	2025-2026 School Year	\$504,657.00	\$0.00	\$504,657.00				\$504,657.00	
2	2.4	Supplemental Professional Development for Certificated & Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$510,708.00	\$78,000.00	\$588,708.00				\$588,708.00	
2	2.5	Increased Daily Instruction (20 Minutes)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$905,772.00	\$0.00	\$905,772.00				\$905,772.00	
3	3.1	Counselors & Behavior Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$1,599,972.00	\$0.00	\$1,599,972.00				\$1,599,972.00	
3	3.2	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$958,340.00	\$2,100.00	\$960,440.00				\$960,440.00	

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	3.3	District Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$239,809.00	\$95,000.00	\$334,809.00				\$334,809.00	
3	3.4	Districtwide Physical Education Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$962,946.00	\$0.00	\$962,946.00				\$962,946.00	
3	3.5	Middle School Dean of Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2025-2026 School Year	\$301,113.00	\$0.00	\$301,113.00				\$301,113.00	
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2025-2026 School Year	\$117,585.00	\$50,000.00	\$167,585.00				\$167,585.00	
3	3.7	Student Awards & Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
3	3.8	Increased Operations & Transportation Services & Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$894,387.00	\$179,000.00	\$1,073,387.00				\$1,073,387.00	
3	3.9	Parent Engagement & Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$34,521.00	\$54,800.00	\$89,321.00				\$89,321.00	
3	3.10	Middle School Alternative to Suspension (ATS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th	2025-2026 School Year	\$386,172.00	\$0.00	\$386,172.00				\$386,172.00	

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
							Grade									

2025-26 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
37,149,730	15,571,080	41.914%	0.000%	41.914%	\$15,675,682.00	0.000%	42.196 %	Total:	\$15,675,682.00
								LEA-wide Total:	\$11,081,651.00
								Limited Total:	\$1,248,765.00
								Schoolwide Total:	\$3,345,266.00

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	1.1	EL Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,248,765.00	
1	1.2	Librarians & Clerks at All School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$921,963.00	
1	1.3	District Supplemental Programs Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$932,235.00	
1	1.4	Classroom Educational Technology & Online Educational Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$871,349.00	
1	1.5	Technology Support Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$557,356.00	
1	1.6	Middle School STEM & College and Career Exploration Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue	\$20,600.00	

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 (%)
						Middle School 6th - 8th Grade		
2	2.1	Assistant Principals/Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,223,393.00	
2	2.2	Class Size Reduction Teachers and Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens, John L. Prueitt, Teresa Burke, and James A. Forrest Elementary School Kindergarten - 3rd Grade	\$1,965,139.00	
2	2.3	95% Group Language Tutors & Program Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens and Teresa Burke Elementary School TK - 5th Grade	\$504,657.00	
2	2.4	Supplemental Professional Development for Certificated & Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$588,708.00	
2	2.5	Increased Daily Instruction (20 Minutes)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$905,772.00	
3	3.1	Counselors & Behavior Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,599,972.00	
3	3.2	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$960,440.00	
3	3.3	District Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,809.00	
3	3.4	Districtwide Physical Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$962,946.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Middle School Dean of Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	\$301,113.00	
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	\$167,585.00	
3	3.7	Student Awards & Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
3	3.8	Increased Operations & Transportation Services & Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,073,387.00	
3	3.9	Parent Engagement & Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,321.00	
3	3.10	Middle School Alternative to Suspension (ATS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	\$386,172.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$16,256,672.00	\$16,368,810.00

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	EL Support Staff	Yes	\$1,426,125.00	\$1,483,170
1	1.2	Librarians & Clerks at All School Sites	Yes	\$921,963.00	\$920,011
1	1.3	District Supplemental Programs Oversight	Yes	\$1,014,200.00	\$1,079,904
1	1.4	Classroom Educational Technology & Online Educational Support Services	Yes	\$1,839,437.00	\$1,838,144
1	1.5	Technology Support Personnel	Yes	\$619,925.00	\$608,342
1	1.6	Middle School STEM & College and Career Exploration Program	Yes	\$45,000.00	\$49,167
2	2.1	Assistant Principals/Learning Directors	Yes	\$1,281,393.00	\$1,311,139
2	2.2	Class Size Reduction Teachers and Instructional Aides	Yes	\$1,965,139.00	\$1,899,389
2	2.3	95% Group Language Tutors & Program Needs	Yes	\$358,615.00	\$361,708

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	2.4	Supplemental Professional Development for Certificated & Classified Staff	Yes	\$929,557.00	\$878,941
2	2.5	Increased Daily Instruction (20 Minutes)	Yes	\$905,772.00	\$910,011
3	3.1	Counselors & Behavior Intervention Specialist	Yes	\$1,422,203.00	\$1,483,437
3	3.2	Health Services	Yes	\$935,104.00	\$941,562
3	3.3	District Music Program	Yes	\$317,809.00	\$302,814
3	3.4	Districtwide Physical Education Program	Yes	\$882,547.00	\$878,994
3	3.5	Middle School Dean of Students	Yes	\$269,889.00	\$281,316
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	Yes	\$175,552.00	\$169,894
3	3.7	Student Awards & Incentives	Yes	\$63,220.00	\$63,092
3	3.8	Increased Operations & Transportation Services & Staff	Yes	\$470,521.00	\$495,653
3	3.9	Parent Engagement & Involvement	Yes	\$69,321.00	\$67,005
3	3.10	Middle School Alternative to Suspension (ATS)	Yes	\$343,380.00	\$345,117

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
15,303,847	\$15,966,862.00	\$16,368,810.00	(\$401,948.00)	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)
1	1.1	EL Support Staff	Yes	\$1,345,771.00	\$1,483,170		
1	1.2	Librarians & Clerks at All School Sites	Yes	\$921,963.00	\$920,011		
1	1.3	District Supplemental Programs Oversight	Yes	\$904,635.00	\$1,079,904		
1	1.4	Classroom Educational Technology & Online Educational Support Services	Yes	\$1,839,437.00	\$1,838,144		
1	1.5	Technology Support Personnel	Yes	\$575,975.00	\$608,342		
1	1.6	Middle School STEM & College and Career Exploration Program	Yes	\$45,000.00	\$49,167		
2	2.1	Assistant Principals/Learning Directors	Yes	\$1,281,393.00	\$1,311,139		
2	2.2	Class Size Reduction Teachers and Instructional Aides	Yes	\$1,965,139.00	\$1,899,389		
2	2.3	95% Group Language Tutors & Program Needs	Yes	\$358,615.00	\$361,708		
2	2.4	Supplemental Professional Development for Certificated & Classified Staff	Yes	\$929,557.00	\$878,941		

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	2.5	Increased Daily Instruction (20 Minutes)	Yes	\$905,772.00	\$910,011		
3	3.1	Counselors & Behavior Intervention Specialist	Yes	\$1,422,203.00	\$1,483,437		
3	3.2	Health Services	Yes	\$935,104.00	\$941,562		
3	3.3	District Music Program	Yes	\$317,809.00	\$302,814		
3	3.4	Districtwide Physical Education Program	Yes	\$882,547.00	\$878,994		
3	3.5	Middle School Dean of Students	Yes	\$269,889.00	\$281,316		
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	Yes	\$175,552.00	\$169,894		
3	3.7	Student Awards & Incentives	Yes	\$63,220.00	\$63,092		
3	3.8	Increased Operations & Transportation Services & Staff	Yes	\$414,580.00	\$495,653		
3	3.9	Parent Engagement & Involvement	Yes	\$69,321.00	\$67,005		
3	3.10	Middle School Alternative to Suspension (ATS)	Yes	\$343,380.00	\$345,117		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
36,273,272	15,303,847	1.296	43.486%	\$16,368,810.00	0.000%	45.126%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 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).

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