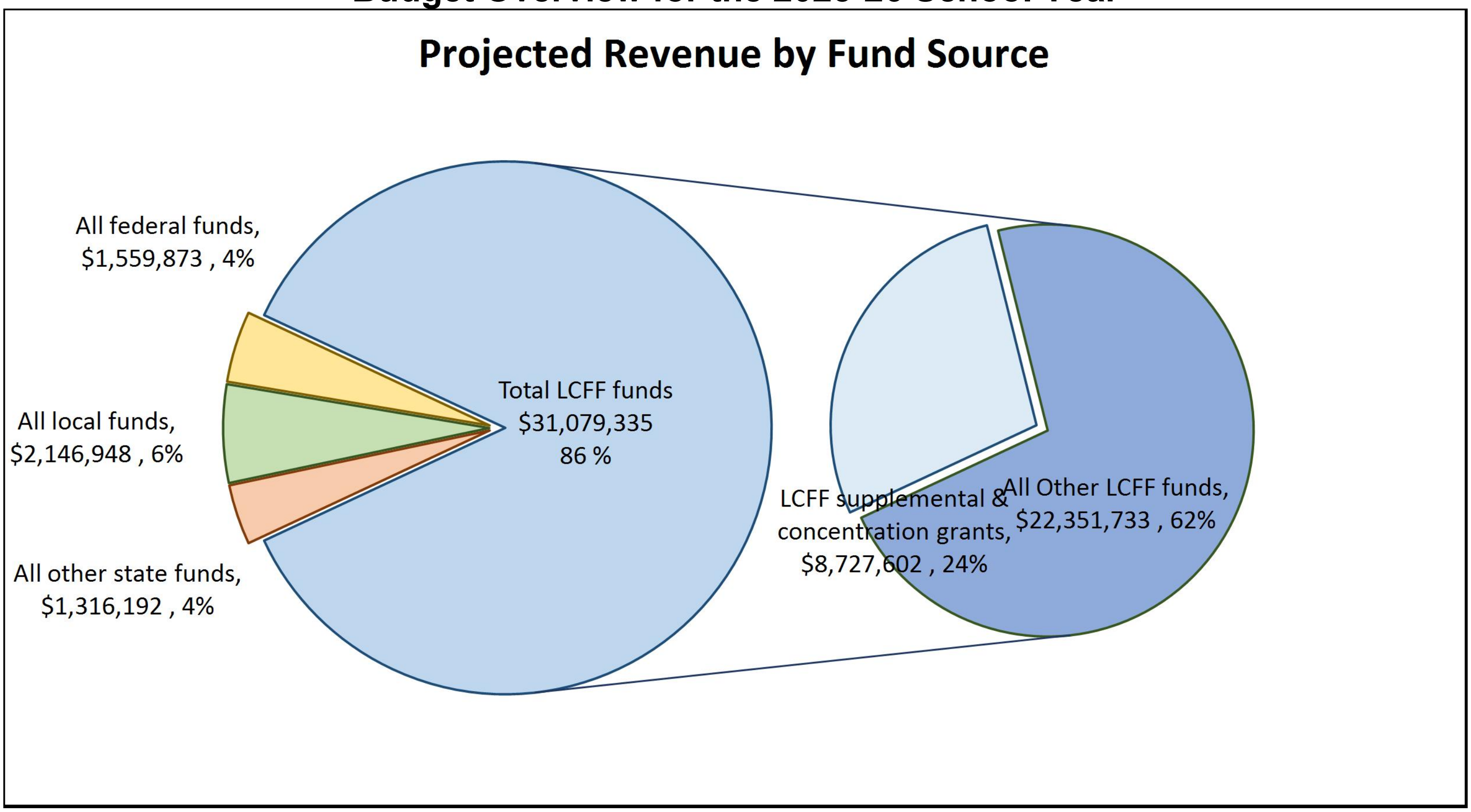
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wasco Union High School District
CDS Code: 15-63859-0000000
School Year: 2025-26
LEA contact information:
Kevin Tallon
Superintendent
ketallon@wascohsd.org
(661) 758-8447

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

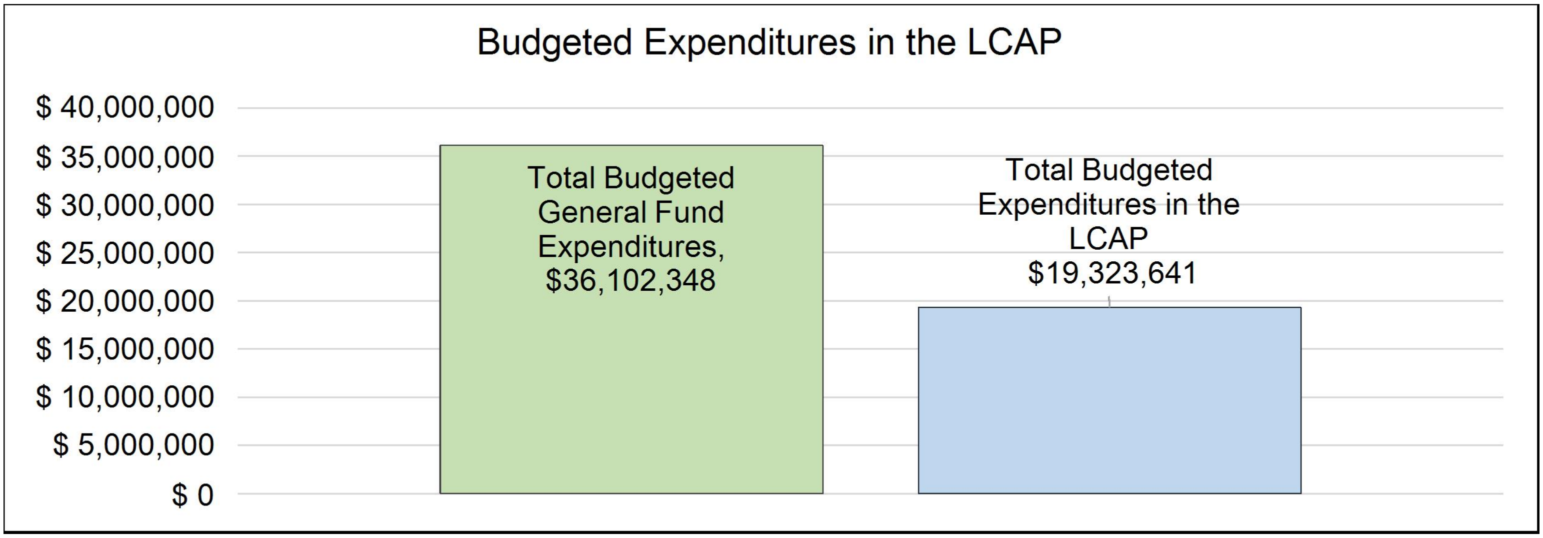


This chart shows the total general purpose revenue Wasco Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wasco Union High School District is $36,102,348, of which $31,079,335 is Local Control Funding Formula (LCFF), $1,316,192 is other state funds, $2,146,948 is local funds, and $1,559,873 is federal funds. Of the $31,079,335 in LCFF Funds, $8,727,602 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 High 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 High School District plans to spend $36,102,348 for the 2025-26 school year. Of that amount, $19,323,641 is tied to actions/services in the LCAP and $16,778,707 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

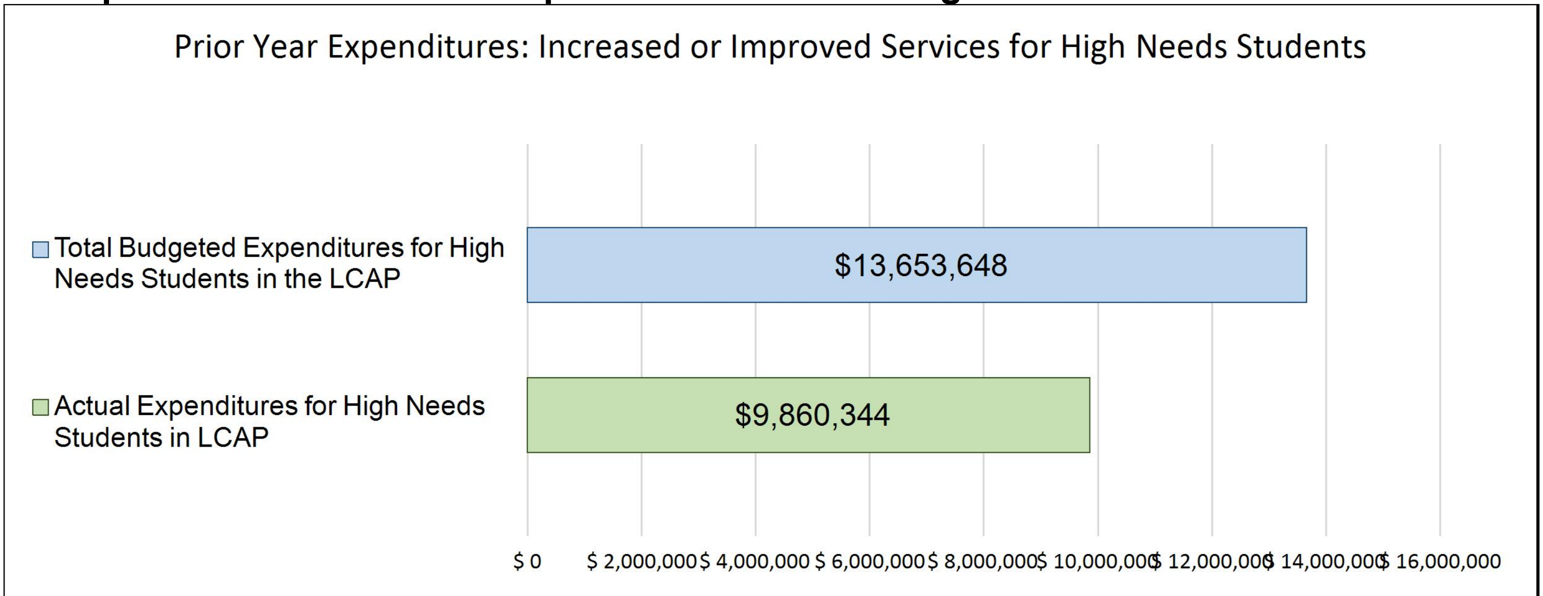
Operating expenses, programs, personnel, and projects.

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

In 2025-26, Wasco Union High School District is projecting it will receive $8,727,602 based on the enrollment of foster youth, English learner, and low-income students. Wasco Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union High School District plans to spend $12,699,586 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Wasco Union High 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 High 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 High School District's LCAP budgeted $13,653,648 for planned actions to increase or improve services for high needs students. Wasco Union High School District actually spent $9,860,344 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $3,793,304 had the following impact on Wasco Union High School District’s ability to increase or improve services for high needs students:

The district had one time funds that helped to off-set district costs.

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 High School District	Kevin Tallon Superintendent	ketallon@wascohsd.org (661) 758-8447

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 High School District (WUHSD) serves approximately 1,719 students in the community of Wasco, nestled in Northern Kern County, California, with approximately 25,000 residents. The student body is predominantly Hispanic (94.2%), with approximately 88% classified as Socioeconomically Disadvantaged. WUHSD is comprised of Wasco High, a comprehensive high school, and Independence High, a continuation high school. The district's unduplicated count, reflecting "targeted students" according to the Local Control Funding Formula, totals 1,588, constituting approximately 89% of the enrolled student body.

The WUHSD continues to pursue educational excellence for all students and has received honors such as the Gold Ribbon School (Wasco High School), a Model Continuation School (Wasco Independence High School), and most recently, Wasco High School has been bestowed with the prestigious California Distinguished School Award. These recognitions underscore the district's commitment to academic excellence and innovative educational practices, further enhancing its standing within the community.

Wasco High offers a traditional high school experience with a default college-preparatory curriculum, featuring advanced classroom technology, robust athletics, renovated facilities, and a diverse array of extracurricular clubs. Additionally, the district supports an Ag Career Prep Academy, has dual-enrollment/concurrent opportunities, exemplary Fine Arts and Drama, and Career Technical Education opportunities. These programs are currently in development for expansion which may include modern facilities. Wasco Independence High School is an Equity Multiplier School and helps to support students who are in transition from the comprehensive site. The goal of this site is to provide support to students and help them return to Wasco High School to finish their high school career or help support students in this smaller setting to graduate and receive their diplomas.

The Wasco Union High School District prioritizes educational excellence for all students, fostering a collaborative learning environment focused on achieving tangible outcomes. Emphasizing the cultivation of essential attitudes and values, the district aims to equip students with the skills necessary to thrive as responsible and productive members of society. This commitment is realized through a culture of collaboration characterized by the seamless integration of high-quality instruction, alignment of standards, effective instructional practices, curriculum resources, professional development, and assessment strategies, ensuring that every student receives the support needed to succeed academically.

Reflections: Annual Performance

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

The Wasco Union High School District (WUHSD) is a results-driven, collaborative learning community dedicated to ensuring all students receive a high-quality, equitable education. With a foundation built on high expectations, we strive to empower students to graduate with the knowledge, skills, attitudes, and values essential for thriving in an evolving society.

At the heart of our educational approach is the cultivation of a positive school climate, where students feel safe, supported, and valued. As we embark on another year of our Local Control and Accountability Plan (LCAP), we remain steadfast in our commitment to fostering this positive environment, prioritizing educational equity, student success, and community engagement.

The Wasco Union High School District consists of:
-Wasco High School (Comprehensive High School)
-Wasco Independence High School (Alternative Education Campus)

Both campuses have received high honors, including the California Gold Ribbon School Award, California Model Continuation School Award, and the California Distinguished School Award.

Student Achievement:
English Language Arts (ELA)
Although WUHSD continues to celebrate 51.23% of students meeting or exceeding standards, the district experienced a significant decline in ELA performance, with a 20.6-point drop for the All Student subgroup. All subgroups saw declines, with the following student groups placed in the red band:
-English Learners (ELs): - 4.4 points
-Students with Disabilities (SWD): - 11 points
-Long-Term English Learners (LTELs): - 16.4 points

Other notable declines:
-Socioeconomically Disadvantaged (SED): - 19.2 points (Orange band)
-Hispanic Students: - 18.3 points (Orange band)

Additionally, there remain substantial achievement gaps between the All Student group and:
-SPED (-107.5 points)
-LTELs (-104 points)
-ELs (-83.4 points)

Celebration: A 10-point reduction in the achievement gap between the All Student group and the lowest-performing group demonstrates progress in narrowing disparities. The following actions are in place to continue this success.

Targeted Interventions (LCAP Goal 1, Action 4, 5):

- Expanded push-in support for ELs with two additional instructional aides.
- Increased tutoring opportunities for SPED and EL students during lunch and after school.
- ELPAC Bootcamp training to strengthen academic language development.

Mathematics
WUHSD celebrates two years of continuous growth in mathematics, with no subgroups in the red band for the 2024 testing season. Subgroups demonstrated achievement gains ranging from +12.4 to +28.6 points, with LTELs showing the most growth (+28.6 points).

However, disparities persist, with ELs, LTELs, and SPED students scoring 60–70 points below the All Student group. The following actions are in place to continue this success.

Targeted Interventions (LCAP Goal 1: Action 4, 5):

- Expanded push-in support for ELs with two additional instructional aides.
- Increased tutoring opportunities for SPED and EL students during lunch and after school.

English Language Proficiency
WUHSD achieved a +6.9% increase in the percentage of students making progress toward English Language Proficiency, moving from a red band (32.5%) to a yellow band (39.4%). The following actions are in place to continue this success.

Targeted Interventions (LCAP Goal 1, Action 5):

- ELPAC Bootcamp training to strengthen academic language skills.
- Expanded push-in support for ELs with two additional instructional aides.
- Increased tutoring opportunities during lunch and after school.

School Climate
WUHSD prioritizes a safe, supportive learning environment, fostering student engagement and success.

Key Indicators:
Attendance Rate: 94% (exceeding state averages).
Suspension Rate: Near 0% (reflecting the success of restorative practices).
Graduation Rate: +1.4% growth in the past year. The following actions are in place to continue this success.

Targeted Interventions (LCAP Goal 1, Action 2, LCAP Goal 3, Action 2):

- Continued implementation of restorative practices to maintain low suspension rates.
- Increased student engagement efforts through advisory programs and peer mentorship.

College and Career Readiness
The College and Career Indicator (CCI) improved +11.7%, with 46.3% of students meeting the "Prepared" level (Green Band).

Notable subgroup performance:
-Hispanic Students: 45.9% Prepared (Green Band)
-Socioeconomically Disadvantaged: 44% Prepared (Green Band)
-ELs, LTELs, SWD: 22.5%–25.8% Prepared (Yellow Band), trailing 22–25% behind the All Student group. The following actions are in place to continue this success.

Targeted Interventions (LCAP Goal 1, Action 2,4 and Goal 2, Action 1,2):

- Added Early College and Career Counselor (2024-25) to guide students in meeting prepared status.
- Expanded credit recovery opportunities to allow flexibility in scheduling A-G, CTE, and dual enrollment courses.

Equity Multiplier Focus Goals
Equity Multiplier funds were received for Independence High due to its non-stability rate of 71%.

Key Strategies:

- Specialized academic counseling for SPED and ELs at risk of not graduating.
- Extended learning opportunities via credit recovery and individualized graduation plans.
- Increased access to CTE and dual enrollment programs to improve postsecondary outcomes.

Alternative Education: Wasco Independence High School
Wasco Independence High School had a red indicator for College and Career Readiness (CCI) across all student groups, including ELs, Hispanic, and Socioeconomically Disadvantaged students.

Targeted Interventions (LCAP Goal 4, Action 1):

- Work-based learning programs (internships & vocational training).
- Individualized graduation pathways with additional academic counseling & tutoring.

2023 Dashboard Findings:

As a part of the LCAP instructions, an LEA must identify, from the 2023 CA School Dashboard, any student group with the lowest performance level on one or more indicators, any school with the lowest performance level on one or more indicators, and any student group within a school with the lowest performance level on one or more indicator. This identification will remain unchanged for the three-year LCAP cycle:

- LEA- Wide:

CCI- EL and SWD (Goal 2, Action 2.2, 2.3, 2.4 & Goal 3, Action 3.1, 3.2)
Graduation Rate - SWD (Goal 1, Action 1.2, 1.4)
ELPI-EL (Goal 1, Action 1.5)
Schoolwide:
CCI- Wasco Independence High School- EL, SED, and Hispanic (Goal 2 Action 2.2, 2.3, 2.4)

LREBG Funds

- WUHSD does not have unspent LREBG Funds

Reflections: Technical Assistance

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

The Wasco Union High School District previously qualified for Differentiated Assistance (DA) under the Students with Disabilities and English Language Learner subgroups based on the 2023 CA School Dashboard. The SWD group qualified under the Graduation Rate and College and Career Indicator (CCI). The English Language Learner subgroup qualified under CAASPP, the English Language Progress Indicator (ELPI), and the College and Career Indicator (CCI). The WUHSD is currently partnering with the Kern County Superintendent of Schools (KCSOS) and has started the Continuous Improvement Process (CIP). Our CIP process started with developing an understanding of the process and analyzing the district dashboard and other local data to complete a strengths and weaknesses summary and the SWIFTFIA needs assessment. The team identified a Problem of Practice: WUHSD has yet to establish a process to strategically evaluate and monitor the effectiveness of our MTSS system for the success of all students with an emphasis on Students with Disabilities and English Learners. The district has shown growth by both of these groups no longer falling in the "red" in two or more areas. The WUHSD will continue to partner with KCSOS to monitor student progress. Actions placed in this LCAP that will begin to address the needs identified above include the following: Goal 1: actions 1.2 and 1.4; Goal 2, actions 2.2, 2.3, and 2.4; Goal 3, actions 3.1 and 3.2; and Goal 4, actions 4.1.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
WUHSD Parents and Community (WHS and IHS) 1/27/2025 Wasco High School Certificated Staff 2/11/2025 Equity Multiplier School: IHS Parents and Community 1/27/2025 Wasco Independence High School Student Advisory Group 2/12/2025 Wasco Independence High School Staff 2/21/2025 Wasco High School Student Advisory Group 2/12/2025 WUHSD Superintendent's Council 2/18/2025 WUHSD District Site Leadership Team 2/19/2025 WUHSD Executive Cabinet 2/19/2025 WUHSD English Learner Advisory Committee 2/26/2024 WUHSD Classified Staff 3/12/2025 Kern County SELPA 4/9/2025 WUHSD Classified Bargaining Unit (CSEA) 4/9/2025	Educational partner groups were engaged in the development of the Local Control Accountability Plan (LCAP) through multiple meetings, surveys, and dialogue that occurred from January 2025 to April 2025. Feedback for Independence High School, the Equity Multiplier School in the district, input was collected from four different groups including students (2/12/25), certificated staff (2/21/25), classified staff,(3/12/25) and administration (2/18/25). Through a series of meetings, a review of current LCAP progress, and data reviewed by all stakeholders in conjunction with Educational partner input, the 2025-2026 draft LCAP was developed as aligned to the School Plan for Student Achievement for all sites to ensure the LCAP Goals and Actions are addressing the needs at the site level.

Educational Partner(s)	Process for Engagement
WUHSD Certificated Bargaining Unit (CTA) 4/9/2025	

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

The primary focus of Goal 1 for the WUHSD is to ensure that all students achieve high academic standards across all subjects, preparing them for college and career success. This goal was prioritized after feedback from stakeholders (parents, community members, staff, students, and administration) highlighted the importance of placing students at the center of the district's mission. To achieve this, the district is prioritizing resources, including push-in instructional support, to create an optimal learning environment with equal access for all students. Additionally, there is a strong emphasis on comprehensive support services such as nursing, counseling, and community liaison roles, along with ongoing professional development for teachers to effectively apply research-based strategies tailored to diverse learning needs. Finally, instructional aides are being deployed to provide extra support, especially for students with disabilities and English Language Learners, ensuring all students receive the necessary scaffolding for success.

The development of Goal 2, "By increasing access to a broad course of study, all students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military," is a high priority for all educational partners. Expanding and increasing College and Career Technical Education (CTE) options, the ability to earn early college credit, and access to technology for core curriculum and supplemental resources were emphasized by both adults and students. Another common suggestion was the need for ongoing opportunities to make up classes or get ahead, utilizing after-school courses, the Edgenuity platform, or summer school to free up students' schedules and allow access to a broader range of courses. Additionally, educational partners stressed the importance of keeping classrooms to a manageable size to ensure more opportunities for small-group or 1:1 interactions between students and teachers.

Educational partners emphasized the importance of a positive and safe school environment, which shaped Goal 3: "In collaboration with our community, develop a challenging, safe, and caring learning environment that supports positive physical and mental health, celebrates diversity and inclusion, and promotes effective communication with all educational partners." Staff and students expressed a desire to expand the S.T.R.I.P.E.S. program, which has been implemented over the last two years. This program provides students, who may not always be recognized academically, with an opportunity to shine and contribute to the positive school climate. Additional recognition for academics and competitions was also suggested as a benefit for students. Parents, guardians, and staff reiterated the ongoing need for safety and security measures, including the District Safety Officer, campus security, and the District Nurse, with parents requesting even more security where possible. Staff members emphasized the need to address the physical, social, emotional, and academic needs of students. Another request from educational partners was to offer more parent nights that provide information on early college opportunities, academic support, and other areas of student need.

Goal 4: "Wasco Independence High School aims to increase and improve student academic achievement while enhancing college and career readiness. This Equity Multiplier focus goal was developed based on input from Independence High School parents, guardians, staff, and students, who emphasized the need for ongoing instructional aide support in the classroom and expanded elective opportunities to better prepare students for post-high school plans.

Instructional aides will assist teachers and students by providing direct academic support, helping with classroom management, implementing instructional strategies, offering one-on-one or small group instruction, reinforcing lessons, assisting with assignments or projects, and supporting students who need additional help. These efforts will enable students to recover deficient credits and transition back to the comprehensive campus, where they can access more Career and Technical Education (CTE) and early college opportunities.

Additionally, teachers have highlighted the need for ongoing professional development (PD) to refine their skills in reaching diverse learners. The Academic Coach will support teachers through targeted PD, data analysis, curriculum planning, and resource sharing. They will also collaborate with staff to implement research-based practices, differentiation strategies, and social-emotional supports to enhance student learning and academic achievement in the classroom.

The following points reflect key aspects that were influenced by educational partner input and can be seen in planned actions in the LCAP:

Parents (Wasco High School & Independence High School)
The administration met with parents from both Wasco High School and Independence High School on January 27, 2025. Their primary input emphasized the ongoing need for wrap-around student support, credit recovery options, and tutoring opportunities at both campuses, particularly for students who struggle the most. Independence High School (IHS) parents highlighted the positive impact of instructional aides, small class sizes, and before- and after-school tutoring in helping their students succeed.

As in previous years, parents underscored the importance of wrap-around services, including the district nurse, district psychologist, social workers, counselors, and the district community liaison, in addressing students' diverse needs. Some parents suggested increasing the number of these staff members to meet the growing student demand. Additionally, many parents expressed appreciation for the District Safety Officer but emphasized the need for increased security at Wasco High School, particularly during break and lunch periods and at extracurricular activities outside of school hours.

A key concern among parents was the need for earlier and more consistent communication regarding Career and Technical Education (CTE) and Early College opportunities. While parents acknowledged the numerous opportunities available at Wasco High, they noted that students and families often lack timely information to make informed decisions. To address this, parents suggested more in-class presentations by counselors, increased student outreach, and a structured academic planning framework. Additionally, there was strong advocacy for expanding CTE opportunities for Independence High students.

Parents also stressed the importance of maintaining small class sizes to ensure students have better access to teachers and instructional aides. Many believed that academic engagement would improve with more hands-on learning, continued incentives and recognition, and enrichment activities such as academic field trips. Furthermore, parents encouraged Wasco Union High School District (WUHSD) to provide additional professional development for teachers and staff, particularly in classroom management and empathy. They also requested more opportunities for parenting courses to help them better communicate with and support their students.

Based on this input, LCAP Goals One and Four will continue to allocate funds for wrap-around support services, expanded tutoring opportunities, instructional aides in classrooms, additional teachers to maintain small class sizes, and increased support staff to address students' academic, social, and emotional needs. The LCAP will also continue to set aside funding for professional development, ensuring teachers receive relevant, ongoing, and job-embedded training aligned with the district's goals.

To address the request for greater access to early college and CTE opportunities, LCAP Goals Two and Three will support initiatives such as Parent CTE Nights, Early College Nights, four-year academic planning, and the development of a modern School Ag Farm. This facility will be equipped with appropriate technology and resources to help students thrive in various agriculture-related CTE fields. Additionally, LCAP Goal Three will secure funding for a District Safety Officer (DSO) stipend to support after-school events and ensure student and staff safety. It will also provide resources for increased parent engagement, including a potential Parent University. Funding for the S.T.R.I.P.E.S. program will be maintained under Goal Three to reinforce positive behavior and contribute to a supportive school climate.

Wasco High School Certificated Staff
The administration met with certificated staff from Wasco High School on February 11, 2025. Staff reiterated the need for continued—and potentially increased—support from instructional aides in classrooms, particularly to assist struggling students, including Special Education (SPED) and English Language Learners (ELLs). The push-in model has been effective in ensuring all students are exposed to grade-level content with appropriate scaffolds, allowing them to achieve academic success. Some staff members also emphasized the need to refine support classes and introduce additional academic intervention courses (e.g., Co-Requisite courses and SPED support) to better address student needs.

Certificated staff from both sites stressed the importance of ongoing, subject-specific tutoring. Rather than offering general math tutoring, they suggested tailored sessions for Integrated Math 1, Integrated Math 2, and other specific courses. Additionally, there was a strong push for expanded tutoring options beyond the traditional school day (7:00 AM – 4:00 PM). Proposed solutions included online tutoring via Google Meet with school staff or a platform providing 24/7 tutor access.

Another frequently discussed suggestion was implementing structured academic interventions for students with failing grades. Staff proposed solutions such as a homeroom period or a seven-period day with a release period for students performing well academically. Certificated staff also expressed a strong desire for professional development focused on research-based student engagement strategies and continued support for the S.T.R.I.P.E.S. program, which reinforces positive behaviors, particularly for students who may not always be recognized for high academic achievement. Other key concerns included the need for continued social-emotional support, enhanced campus security, and improved cafeteria food options. Addressing these areas is crucial to ensuring students receive well-rounded support.

Based on this input, LCAP Goal One will continue funding tutoring sessions during lunch and after school, while also expanding subject-specific tutoring opportunities. This goal will also support ongoing professional development to enhance teaching strategies and realign Co-Requisite courses to better serve struggling learners.LCAP Goal Two will focus on maintaining a broad course of study, expanding Career and Technical Education (CTE) pathways, and strengthening Early College opportunities, as emphasized by certificated staff. Certificated staff at WHS consistently praised the success of the S.T.R.I.P.E.S. program and expressed a desire to maintain and potentially expand it. LCAP Goal Three will continue supporting and expanding this program. Additionally, Goal Three will provide increased campus security at events and enhanced parent engagement opportunities.

Wasco Independence High School Students (Equity Multiplier School)
The administration met with a diverse group of students from Wasco Independence High School on February 12, 2025, including representatives from English Language Learners, socioeconomically disadvantaged students, and the Associated Student Body. The most frequently mentioned feedback centered on the need for various types of instructional support. Multiple students emphasized the importance of instructional aides to enhance classroom learning. Additionally, students expressed a desire for a designated space where they could receive tutoring before and after school, as well as continued opportunities to recover credits during zero period and seventh period.

Several students also highlighted the need for greater access to Career and Technical Education (CTE) and Early College courses, along with additional resources to better prepare them for post-high school success. Another significant concern was campus safety, with one student specifically suggesting that the height of the block wall separating the back of the campus from a nearby trailer park be increased to improve security.

Based on this input, LCAP Goal One will continue funding instructional aides and expanding tutoring opportunities during zero and sixth periods. LCAP Goals Two and Four will support additional CTE opportunities by allowing a cohort of students to participate in CTE pathways on the WHS campus and expanding IHS's current multimedia pathway to include an advanced course.

Wasco High School Students
The administration met with a diverse group of students from Wasco High School on February 12, 2025, including representatives from English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students in the Associated Student Body. Many students emphasized that in classes where Instructional Aides are present, they feel more supported and experience greater academic success. They also noted that having multiple adults in the classroom makes it easier to ask questions and receive help. As a result, students expressed a strong desire for more instructional aides in core subject classes.

Additionally, students emphasized the need for expanded tutoring opportunities before school, at lunch, and after school, with options for small group instruction and one-on-one support. They also highlighted the benefits of various credit recovery programs, including Summer School, 7th-period courses, and Edgenuity, and voiced their desire to continue opportunities like Saturday School for additional academic support and attendance recovery.

Many students also expressed interest in greater access to Career and Technical Education (CTE) and Early College courses, along with earlier communication about these opportunities to ensure they do not miss out. Another common request was for up-to-date technology to support their ability to complete assignments effectively. Lastly, students provided positive feedback on the S.T.R.I.P.E.S. program and other forms of academic, athletic, and behavioral recognition, emphasizing the importance of continuing and potentially expanding these initiatives.

Based on this input, LCAP Goal One will continue to provide tutoring during lunch and after school, with an increased focus on subject-specific tutoring. LCAP Goal Two will support a broad course of study, helping to expand CTE pathways and Early College opportunities, as well as maintaining credit recovery options such as Saturday School, the Edgenuity platform, additional class sections, and Summer School. Students at WHS also emphasized the positive impact of the S.T.R.I.P.E.S. program and their desire for its continuation and potential expansion. This program will continue to be supported and enhanced through LCAP Goal Three.

Waco Union High School District Administration
The WUHSD Administrative Cabinet met on February 18, 2025. The team discussed the importance of maintaining the many programs we currently support while increasing and improving services to English Language Learners and Students with Disabilities. Another conversation centered around better connecting with parents, guardians, and additional stakeholders through multifaceted parent nights that allow for education and connection at the same time.

Based on this input, the LCAP will continue to provide supplemental resources and support, Social-Emotional Support, intervention support, and extended learning opportunities under LCAP Goal One. Additionally, Goal Three will provide additional funds to support more parent educational engagement activities.

Wasco Independence High School Certificated Staff
The administration met with certificated staff from Wasco Independence High School on February 21, 2025. Staff emphasized the need for more instructional aides in classrooms to provide additional support for struggling students. They noted that the push-in model, which has been effective at Wasco High School, could also serve as a valuable support system at IHS.

Additionally, staff expressed the importance of maintaining a program that reinforces positive behavior for students who may not always be recognized for high academic achievement. Another key concern was ensuring continued funding for a full-time School Social Worker once the current grant funding expires, as they play a crucial role in addressing students' physical, social, emotional, and academic needs. Staff also highlighted the need for earlier academic intervention, expanded elective choices, and additional CTE opportunities to better engage students and prepare them for post-secondary success.

Based on this input, the LCAP will continue to fund Instructional Aides and support the Academic Weight Room while expanding SBAC Boot Camps to both semesters to foster academic growth. Additionally, an Advanced Multimedia course will be introduced at IHS to support CTE pathway completion.

District English Learner Advisory Committee (DELAC)
On February 26, 2025, the administration met with parents and community members who attended the ELAC/DELAC meeting. Educational partners expressed a strong desire for increased tutoring support, particularly in Math skills. They also emphasized the need for clearer communication regarding Early College opportunities and how students can access these courses earlier in their high school careers. Additionally, they reinforced the importance of parent and family nights to better equip families to support their students at home.

Based on this input, LCAP Goal Three will support additional parent information nights focused on CTE and Early College Pathways, ensuring that both students and parents have ample information to make informed decisions. LCAP Goal Two will continue to strengthen these pathways while also supporting the expansion and modernization of Agriculture CTE facilities to enhance student learning. LCAP Goal One will fund subject-specific Math tutoring, rather than broad, general Math support, to better address students’ academic needs.

Classified Staff
On March 12, 2025, the administration met with classified staff from the Wasco Union High School District. Staff emphasized the importance of maintaining current services that support students academically, socially, and emotionally, as well as those that contribute to a positive school climate. A common request was for additional training for Instructional Aides to better support students in the classroom and provide targeted assistance during lunch and after-school tutoring. Another recurring theme was the need to strengthen CTE pathways to ensure access for all students.

Based on this input, the LCAP will continue funding a range of academic and social-emotional supports outlined in Goal One. Additionally, professional development opportunities for Instructional Aides will be expanded to include training on evidence-based practices that enhance student learning. As echoed by various stakeholder groups, tutoring services will continue and may be expanded to provide more opportunities for struggling students.

Wasco Union High School District Classified Bargaining Unit (CSEA) - The administration met with the WUHSD Classified Bargaining Committee on April 9, 2025. Based on this input, the LCAP will continue to provide CTE pathways opportunities to better prepare students for life after high school. There will also be additional LCAP funding allocated toward a modern Agriculture Farm.

Wasco Union High School District Certificated Bargaining Unit (CTA) - The administration met with the WUHSD Certificated Bargaining Committee on April 9, 2025. Based on this input, the LCAP will continue to provide tutoring to all students and focus on closing the gap for ELs, SWDs, and Foster/Homeless Youth. There is also a consideration to fund more subject-specific tutoring based on their input.

Kern County SELPA - The administration met with Kern County SELPA on April 29, 2025. Based on this input, the LCAP will continue to provide a wide variety of tutoring and supplemental supports to serve students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	(Student Achievement Goal) All students will reach high academic standards in all content areas through a multi-tiered support system and access to resources that ensure every student can be college and career-ready when they graduate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Wasco Union High School District is dedicated to providing all students with the opportunity to meet rigorous standards across all academic subjects with appropriate scaffolding and support. The focus of Goal #1 is to continue to close the achievement gap for English language learners and students with disabilities while maintaining and enhancing academic success for all students.

Based on the 22-23 California Dashboard the WUHSD reached a significant milestone with an outstanding growth of 18.9 points in English Language Arts (ELA) proficiency. Similarly, the English Language Learner subgroup increased by 11.7 points and students with disabilities significantly increased by 18.3 but there is a continued discrepancy between the "all student" group distance from standard at +6.3 above standard and EL students at -93.4 points below standard and SWD at -110.8 points below standard.

Comparatively, the WUHSD "all student" group showed growth of +4.6 points for the SBAC in Mathematics while the English language learner subgroup increased by +6.5 points and the students with disabilities significantly increased by +18.7 points. Although these subgroups made more progress than the "all students" group, there is a continued discrepancy between the "all student" distance from standard at -111.7 below standard, EL students at -182.2 points below standard, and SWD at -183.4 points below standard. Overall, this goal was developed to increase academic growth for all students and close the achievement gap that exists when comparing EL and SWD subgroups to the "all students" category.

Performance on the 22-23 California Science Test (CAST) continued to show discrepancies between the "all student" group that reported 15.4% of students who met or exceeded standards, while only 5.88% of students with disabilities and 0.97% of English language learners met or exceeded the standard.

The College and Career Indicator (CCI) for the 22-23 dashboard mirrors the achievement gap between the "all student" group with 34.6% prepared versus 8.10% prepared for the English language learner subgroup and 5.40% for the students with disabilities subgroup. Both, the ELS and SWD subgroups scored in the lowest red band.

Additionally, the English Language Progress Indicator (ELPI) landed in the lowest band (red) and shows that 35.12% of WUHSD El students are making progress towards proficiency, 33% of EL students are maintaining, and the remaining 27% declined in their progress for the 22-23 reporting year.

By increasing targeted academic support and interventions, building the capacity of instructional staff through professional development, providing extended learning opportunities, and ongoing monitoring of local and state metrics, students will reach higher standards in all content areas and achieve higher academic performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers who are appropriately assigned and fully credentialed as measured by Annual Credential Audit Source: CALPADS Staff Profile List Report 4.4 (Priority 1A)	2023-24 Percentage of teachers who are appropriately assigned 99% Percentage of teachers who are fully credentialed: 94.4%	2024-25 Percentage of teachers who are appropriately assigned 100% Percentage of teachers who are fully credentialed: 95.52%		2026-2027 Percentage of teachers who are appropriately assigned: 90% or higher Percentage of teachers who are fully credentialed: 90% or higher	Percentage of teachers who are appropriately assigned (+1%) Percentage of teachers who are fully credentialed: (+1.12%)
1.2	Percentage of Pupils who have access to standards-aligned materials as measured by curriculum reporting to Williams. Source: Local Indicator	2023-24 Percentage of Pupils who have access to standards-aligned materials: 100%	2024-2025 Percentage of Pupils who have access to standards-aligned materials: Maintain 100%		2026-27 Percentage of Pupils who have access to standards-aligned materials: Maintain 100%	No difference from baseline. On target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 1B)					
1.3	Facilities in good repair as measured by the Facility Inspection Tool (FIT). Source: Local Indicator (Priority 1C)	Overall rating on 2023 Facility Inspection Tool (FIT): "Exemplary"	Overall rating on 2024 Facility Inspection Tool (FIT): "Exemplary"		Overall rating on 2027 Facility Inspection Tool (FIT): Maintain "Exemplary"	No difference from baseline. On target.
1.4	Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs Source: Local Indicator (Priority 2A)	2023-24 Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs: 100%	2024-25 Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs: 100%		2026-27 Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs: Maintain 95% or higher	No difference from baseline. On target.
1.5	Programs and Services to enable % of ELs to access CCSS and ELD Standards as measured by classroom observations of Integrated and Designated ELD implementation Source: Local Indicator (Priority 2B)	2023-24 100% of EL's have access as reviewed through classroom observation of Integrated and Designated ELD Programs	2024-25 100% of EL's have access as reviewed through classroom observation of Integrated and Designated ELD Programs		2026-27 100% of EL's have access as reviewed through classroom observation of Integrated and Designated ELD Programs	No difference from baseline. On target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Distance from Standard Results CAASPP Math and ELA Source: CA School Dashboard Percent of students who met or exceeded standard CAST- Science Source: CA School Dashboard- Other Reports (Priority 4A)	2023 CA School Dashboard English Language Arts: All: (+6.3) ELs: (-93.4) SED: (-0.3) SWD: (-110.8) Math: All: (-111.7) ELs: (-182.2) SED: (-117.6) SWD: (-183.4) Science: All: (15.4% met or exceeded standard) ELs: (0.97% met or exceeded standard) SED: (13.83% met or exceeded standard) SWD: (5.88% met or exceeded standard)	2024 CA School Dashboard English Language Arts: All: (-14.3 pts) ELs: (-97.7 pts) SED: (-19.5 pts) SWD: (-121.8 pts) Math: All: -99.2 pts ELs: -158.2 pts SED: -103.6 pts SWD: -159.5 pts Science: All: 22.89% met or exceeded standard ELs: 2.86% met or exceeded standard SED: 21.07% met or exceeded standard SWD: 6.1% met or exceeded standard		2026 CA School Dashboard English Language Arts: All: (+15.3 pts) ELs: (-73.4 pts) SED: (+11.3 pts) SWD: (-90.8 pts) Math: All: (-101.7) ELs: (-167.2) SED: (-107.6) SWD: (-168.4) Science: All: (25.4% met or exceeded standard) ELs: (15.97% met or exceeded standard) SED: (23.83% met or exceed standard) SWD: (20.88%)	CA School Dashboard English Language Arts: All: (-20 pts) ELs: (-4.3 pts) SED: (-19.2 pts) SWD: (-11 pts) Math: All: (+12.5 pts) ELs: (+24 pts) SED: (+14 pts) SWD: (+24.1 pts) Science: All: (+7.49%) ELs: (+1.89%) SED: (+7.24%) SWD: (+0.22%)
1.7	Percentage of students completing A-G Course Requirements Source: CA School Dashboard (Priority 4B)	2023 CA School Dashboard Percentage of students completed A-G Course requirements: All: (23.6%) ELs: (3.4%) SED: (20.5%) SWD: (4.9%)	2024 CA School Dashboard Percentage of students completed A-G Course requirements: All: 32.72% ELs: 7.32%		2026 CA School Dashboard Percentage of students completed A-G Course requirements: All: (31.6%) ELs: (15.4%)	CA School Dashboard Percentage of students completed A-G Course requirements: All: (+9.12%) ELs: (+3.92%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 28.84% SWD: 4.44%		SED: (29.5%) SWD: (19.9%)	SED: (+8.34%) SWD: (-0.46%)
1.8	Percentage of students completing at least one CTE Pathway Source: CA School Dashboard (Priority 4C)	2023 CA School Dashboard Percentage of students completing at least one CTE Pathway All: (5.75%) ELs: (0%) SED: (4.61%) SWD: (2.2%) Hispanic (IHS): (0%)	2024 CA School Dashboard Percentage of students completing at least one CTE Pathway All: (32%) ELs: (17%) SED: (28.7%) SWD: (0%) Hispanic (IHS):(0%)		2026 CA School Dashboard Percentage of students completing at least one CTE Pathway All: (8.75%) ELs: (3%) SED: (7.61%) SWD: (5.2%) Hispanic (IHS): (0%)	CA School Dashboard Percentage of students completing at least one CTE Pathway All: (+26.25%) ELs: (+17%) SED: (+26.5%) SWD: (-2.2%) Hispanic (IHS): No Change
1.9	Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway Source: CA School Dashboard Dashboard-Other Reports (Priority 4D)	2023 CA School Dashboard Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway All: (3.6%) ELs: (0.9%) SED: (3.6%) SWD: (0%)	2024 CA School Dashboard Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway All: (8.3%) ELs: (1.7%) SED: (7.6%) SWD: (2.1%)		2026 CA School DashboardPercentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway All: (6.6%) ELs: (3.9%) SED: (6.6%) SWD: (3%)	CA School Dashboard Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway All: (+4.7%) ELs: (+0.8%) SED: (+4%) SWD: (+2.1%)
1.10	Percentage of students making progress toward English proficiency as measured by the English	2023 CA School Dashboard Percentage of students making progress toward English proficiency as	2024 CA School Dashboard Percentage of students making progress toward		2026 CA School Dashboard Percentage of students making progress toward	CA School Dashboard Percentage of students making progress toward

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Progress Indicator (ELPI) Source: CA School Dashboard (Priority 4E)	measured by the English Language Progress Indicator (ELPI): 32.5% making progress	English proficiency as measured by the English Language Progress Indicator (ELPI): 39.4% making progress		English proficiency as measured by the English Language Progress Indicator (ELPI): 40% making progress	English proficiency as measured by the English Language Progress Indicator (ELPI): (+6.9%)
1.11	Percentage of students that are reclassified as Fluent English Proficient as reported by Kern Integrated Data System (KIDS) Source: Local Indicator (Priority 4F)	2023 - 24 Percentage of students that are being Reclassified as Fluent English Proficient (6.27%)	2023.-24 Percentage of students that are being Reclassified as Fluent English Proficient (15.56%)		2026-27 Percentage of students that are being Reclassified as Fluent English Proficient (12.27%)	Percentage of students that are being Reclassified as Fluent English Proficient (+9.29%)
1.12	Percentage of students passing the AP Exam (Score of 3 or higher) Source: CA School Dashboard (Priority 4G)	2023 CA Dashboard Percentage of students passing the AP Exam score of 3 or higher: 40%	2024 CA Dashboard Percentage of students passing the AP Exam score of 3 or higher: 43%		2027 CA Dashboard Percentage of students passing the AP Exam score of 3 or higher: 45%	CA Dashboard Percentage of students passing the AP Exam score of 3 or higher: (+3%)
1.13	Freshman Academy Summer School Attendance Rate (AERIES SIS) Summer School (Returning Students) Attendance Rate (AERIES SIS)	Freshman Academy Summer School 2023 - Attendance Rate: 86.6% Summer School (Returning Students)	2024 Freshman Academy Summer School Attendance Rate: 76.5% 2024 Summer School (Returning Students)		Freshman Academy Summer School Attendance Rate: 80% or higher 2026-27	Freshman Academy Summer School Attendance Rate:(-10.0%) Summer School (Returning Students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local indicator - Aeries SIS (Priority 8)	Attendance Rate: 82.48%	Attendance: 74.69%		Summer School (Returning Students) Attendance Rate: 80%	Attendance (-7.79%)
1.14	Attendance Rate (AERIES SIS) Source: Local Indicator - Aeries SIS (Priority 5A)	2023-24 Attendance Rate: All: 93% ELs: 91% SED: 93% SWD: 90%	2024-25 Attendance Rate: All: 95.56% ELs: 93% SED: 94% SWD: 92%		2026-27Attendance Rate: All: 94% ELs: 92% SED: 94% SWD: 92%	Attendance Rate: All: +2.26% ELs: +2% SED: +1% SWD: +2%
1.15	Chronic Absenteeism Rate: Source: Local Indicator (Priority 5B)	Chronic Absenteeism Rate: (Spring 2023 - KIDS) All: 24.88% ELs: 39.7% SED: 26.23% SWD: 40.49%	Chronic Absenteeism Rate: (Spring 2025 - KIDS) All: 17% ELs: 23.7% SED: 17.06% SWD: 26.75%		Chronic Absenteeism Rate: (Spring 2027 - KiDS) All: 21.88% ELs: 33.7% SED: 22.23% SWD: 34.49%	Chronic Absenteeism Rate: All: -7.88% ELs: -16% SED: -9.17% SWD: -13.74%
1.16	High School Dropout Rate Source: Local Indicator - Calpads Report 1.14 (Priority 5D)	2023 - 24 High School Dropout Rate: All: 0.48% ELs: 0.86% SED: 0.42% SWD: 0%	2024-2025 High School Dropout Rate: All: 1.53% ELs: 0.51% SED: 0.77% SWD: 0.26%		2026-27 High School Dropout Rate: All: under 2% ELs: under 2% SED: under 2% SWD: under 2%	High School Dropout Rate: All: +1.05% ELs: -0.55% SED: +0.35% SWD: +0.26%
1.17	Graduation Rate:	2023 CA School Dashboard	2024 CA School Dashboard		2026 CA School Dashboard	CA School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard (Priority 5E)	Graduation Rate: All: (90.7%) ELs: (83.8%) SED: (90.6%) SWD: (70.9%)	Graduation Rate: All: (92.1%) ELs: (82.2%) SED: (91.7%) SWD: (89.4%)		Graduation Rate: All: (92.7%) ELs: (90.8%) SED: (92.6%) SWD: (84.9%)	Graduation Rate: All: (+1.4%) ELs: (-1.6%) SED: (+1.1%) SWD: (+18.5%)
1.18	Percentage of students who have access to supplemental resources as reported by WUHSD Technology Reports Source: Local Indicator - 2024 - Technology Report (Priority 8)	2023 - 24 Percentage of students who have access to supplemental resources All: 100% ELs: 100% SED: 100% SWD: 100%	2024-25 Percentage of students who have access to supplemental resources All: 100% ELs: 100% SED: 100% SWD: 100%		2026-27 Percentage of students who have access to supplemental resources All: Maintain 98% or above ELs: Maintain 98% or above SED: Maintain 98% or above SWD: Maintain 98% or above	Percentage of students who have access to supplemental resources All: No change, on track ELs: No change, on track SED: No change, on track SWD: no change, on track
1.19	Wasco Way: Non-Tenured Teaching Surveys Staff Professional Development Surveys Rate of staff reporting effectiveness. Source: Local Indicator - Surveys (Priority 8)	2023 - 24 Wasco Way: Non-Tenured Professional Development Surveys: 0% effectiveness has not been tracked previously Staff Professional Development Surveys: 0% effectiveness has not been tracked previously	2024 - 25 Wasco Way: Non-Tenured Professional Development Surveys: 90% effectiveness has not been tracked previously Staff Professional Development Surveys:		Wasco Way: 2026-27 Non-Tenured Professional Development Survey: 80% effectiveness rate Staff Professional Development Survey: 80 effectiveness rate	Wasco Way - Non-Tenured Professional Development Surveys: +90% Staff Professional Development Survey: +90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			90% effectiveness has not been tracked previously			

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.

WUHSD's educational initiatives listed in Goal #1 focuses on enhancing resources, ensuring compliance, and supporting diverse student needs, with emphasis on socioeconomically disadvantaged students, English Language Learners (ELLs), and foster/homeless youth. The district aimed to provide supplemental materials, equipment, supplies, and support agreements to improve learning outcomes and create a safer, more effective learning environment.

There were no substantive differences in actions or implementation for goal one. Successes have already been seen in various metrics hitting the three-year target by improving or maintaining applied metrics.

Implemented actions continue to address opportunities to increase or improve services in the areas listed below:

Action 1.1) Supplemental Resources - The WUHSD continues to provide and maintain supplemental materials, equipment, supplies, and support agreements that improve learning for all students and the safety of equipment and facilities to ensure an optimal learning environment. This support includes funding .050 for the Director of Programs and District Accounting Supervisor to help ensure compliance with state and federal programs and appropriately placed staffing.

Action 1.2) Academic & Social Emotional Services - The WUHSD understands that a student must be supported academically, but also socially and emotionally to thrive. Goal #1 helps to provide three Academic Counselors, the lead Social Worker, School Psychologist, and the Assistant Principal of Student Affairs. Students highly use all of these supports and assist teachers to help better meet the needs of learners.

Action 1.3) Staff & Curriculum Development & Training - Ongoing, intentional, job-embedded professional development for our teachers and instructional staff continues to play a large role in the development of staff to meet the ever-changing needs of students. Goal #1 also supports five Academic Coaches and induction Support Providers.

Action 1.4) Intervention Supports & Extended Learning Opportunities- The WUHSD maintains academic support programs through intervention classes, 2.0 FTE Instructional Aides, Summer School, Freshman Academy, the use of NWEA, and access to early college opportunities. Additionally, the WUHSD continues to fund additional elective sections to enhance student engagement and academic choice.

Action 1.5) Increase English Learner Support & Services- The WUHSD maintains a 0.5 FTE Language Assessor and has hired 5.0 Instructional Aides to offer personalized assistance, fostering language acquisition and academic success among English Language Learners, including LTELs.

Successes:

- Meeting the three-year goal for all sub-groups on the CAASPP Mathematics assessment
- Significant growth on the CAST Science assessment for the "All Students" group and the "Socioeconomically Disadvantaged" group
- Growth for all student groups, excluding students with disabilities in meeting the A-G requirement
- Double-digit growth for all student groups, excluding students with disabilities and Hispanic in CTE pathway completion
- The English Language Proficiency Indicator (ELPI) increased by 6.9%
- 9.29% increase in English Language Learners being reclassified
- Growth in students passing an Advanced Placement (AP) test with a 3 or better
- Graduation rates increased for all student groups, including a 17.47% growth for students with disabilities

Challenges:

- All student groups saw a significant drop in the CAASPP Assessment for English Language Arts. This was followed by a significant increase in the 2023 dashboard. The WUHSD will continue to monitor progress in this area to determine if this was an anomaly or if there are certain skill deficiencies that need to be addressed.
- Students with Disabilities continue to struggle in meeting the A-G requirements and completing CTE pathways. In the 24/25 school year, we added an Early College A-G counselor to help monitor and address these areas to ensure students have the opportunity to make up courses in deficient areas and have access to all needed courses. Additionally, the CTE Coordinator and site admin teams are working to ensure all students remain on the CTE pathway for completion purposes.
- Attendance rates for Freshman Academy and Summer School dropped between 7 - 10%. We will provide additional attendance support for the 2025 Freshman Academy and Summer School to ensure adequate attendance.

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

There was an overall material difference of $2,165,840 (54.82%) in Goal One. Action 1.1 had a material difference of ($768,151.42), action 1.2 had a difference of ($158,057), action 1.3 had a difference of ($1,355,290.84), and action 1.4 had a difference of ($ 401,352). The only action that did not have a material difference was action 1.5. These actions were supplemented with the use of one-time money from multiple funds. In addition, declining enrollment also impacted the amount of equipment, supplies, and services needed.

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

Action 1.1 - Supplemental Resources and Supports: This action has been partially effective in supporting student progress based on the following metrics:
1.7 (Percentage of students completing A-G Course Requirements): All student subgroups showed growth for this metric except for the "Students with Disabilities" subgroup, which declined by 0.46%.

1.8 (Percentage of students completing at least one CTE Pathway): All student subgroups showed growth for both metrics except for the "Students with Disabilities" subgroup, which declined by 2.2%.
1.17 (Graduation Rate) - All students averaged a graduation rate increase of 1.4%, with exceptional gains for our Students with Disabilities, with a 25.9% increase.

Action 1.2 - Academic and Social Emotional (SEL) Services: This action has been effective in supporting student progress based on the following metrics:
1.14 (Attendance Rate) All student groups showed an increase, anywhere from 1% to 2.6%
1.16 (High School Dropout Rate) 1.48% Although this was a slight increase, this percentage remains under the 2% threshold.
1.17 (Graduation Rate) - All students averaged a graduation rate increase of 1.4%, with exceptional gains for our Students with Disabilities, with a 25.9% increase.

Action 1.3 - Staff and Curriculum Development and Training: This action has been partially effective in supporting student progress based on the following metrics:
1.6 (Distance from Standard Results CAASPP Math and ELA, Percent of students who met or exceeded standard CAST- Science): Students gained double-digit percentage points for all sub-groups in Math, made progress in all sub-groups in Science, but declined in all sub-groups for English.
1.12 (Percentage of students passing the AP Exam (Score of 3 or higher)): Students who successfully passed an AP exam by a score of three or higher rose by 3%.
1.17 (Graduation Rate): All students averaged a graduation rate increase of 1.4%, with exceptional gains for our Students with Disabilities, with a 25.9% increase.
1.19 (Wasco Way: Non-Tenured Teaching Surveys and Staff Professional Development Surveys Rate of staff reporting effectiveness): 90% of teachers consistently rated professional development as effective.

Action 1.4 - Intervention Supports and Extended Learning Opportunities: This action has been effective in supporting student progress based on the following metrics:
1.10 (Percentage of students making progress toward English proficiency (ELPI): Students who showed proficiency increased by 6.9%.
1.11 (Percentage of students who are reclassified as Fluent English Proficient): Students who were able to be reclassified as Fluent English Proficient grew by 9.29%.
1.17 (Graduation Rate): All students averaged a graduation rate increase of 1.4%, with exceptional gains for our Students with Disabilities, with a 25.9% increase.
Action 1.5 - Increase English Learner Supports and Services: This action has been effective in supporting student progress based on the following metrics:
1.10 (Percentage of students making progress toward English proficiency (ELPI): Students who showed proficiency increased by 6.9%.
1.11 (Percentage of students who are reclassified as Fluent English Proficient): Students who were able to be reclassified as Fluent English Proficient grew by 9.29%.

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: While the goal itself remains unchanged, the amount of funding has changed to align with new projected lower enrollment expenditures due to declining enrollment and the loss of one-time additional funding. Action 1.1 is being reduced by $752,405, action 1.3 is being reduced by $558,363, and action 1.4 is being reduced by $390,406. Actions are being reduced to better align to estimated expenses from 24-25

Actions:
Addition: Action 1.6 (Credit Recovery & Academic Counseling for LTELs) is being added as a specific Long Term English Language Learner Goal, as this subgroup is now measured on the California School Dashboard.

Metrics:
For action 1.2 (Academic and Social Emotional Services), Metric 1.16: High School Dropout Rate will be added. The more academic and SEL services that students receive, the less likely they are to drop out of school.
For action 1.3 (Staff and Curriculum Development & Training), Metric 1.6: Distance from Standard Results CAASPP Math and ELA, Percent of students who met or exceeded standard CAST- Science will be added. Professional Development should directly impact student outcomes.

For action 1.4 (Intervention Supports and Extended Learning Opportunities), Metric 1.10: Percentage of students making progress toward English proficiency (ELPI), and Metric 1.11: Percentage of students who are reclassified as Fluent English Proficient should be added to measure the impact that intervention supports and extended learning opportunities have on ELLs.

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	Supplemental Resources and Supports	The WUHSD will provide and maintain supplemental materials, equipment, supplies, and support agreements that improve learning for all students and improve the safety of equipment and facilities as needed to ensure an optimal learning environment. Utilizing a 0.50 Director of Programs and a 0.50 District Accounting Secretary, the district will ensure compliance with state and federal programs, and confirm all teachers are appropriately credentialed and well placed. These resources are crucial for cultivating an inclusive learning environment tailored to diverse student needs, particularly benefiting socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth. By accommodating different learning styles and abilities, these resources foster engagement	$516,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and promote equitable educational outcomes across the student body. Moreover, adherence to CCSS and ELD standards ensures comprehensive curriculum delivery, maximizing the potential of all students in the district. Additionally, covering the costs of dual enrollment textbooks and materials further supports students, including those from underserved backgrounds, in gaining college credits during high school. This investment enhances educational opportunities and future readiness for all students, empowering them to pursue higher education and career pathways. Overall, these initiatives positively impact socioeconomically disadvantaged students, English Language learners, and foster/homeless youth by providing essential resources and support to overcome barriers to academic success. Similarly, all students in the district benefit from an enriched learning environment, increased access to educational materials, and enhanced opportunities for college and career advancement.		
1.2	Academic and Social Emotional (SEL) Services	The WUHSD will provide a 1.0 FTE District Psychologist, 2.0 FTE Counselors at WHS, 1.0 FTE Counselor at WIHS, 1.0 FTE Social Worker, and a 1.0 FTE Assistant Principal at WHS focused on ensuring students achieve academic success and graduate from high school. These professionals are crucial for maintaining academic counseling and social-emotional support services, addressing the diverse needs of socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth. They offer essential support for mental health issues, academic challenges, and social integration barriers, ensuring equitable access to education and fostering holistic development. Research consistently underscores the positive impact of such services in promoting the well-being and academic success of these vulnerable student populations. Access to services provided by district psychologists, counselors, social workers, and the Assistant Principal is essential for all students in the district, supporting their mental health, emotional well-being, and academic success. These professionals provide valuable resources for managing stress, navigating social challenges, and addressing personal concerns, fostering a supportive school environment	$1,244,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conducive to learning. This action addresses the lowest performance level for district Graduation Rate as well as the Wasco High School SWD Graduation Rate.		
1.3	Staff and Curriculum Development and Training	The WUHSD will provide Professional Development and job-embedded training opportunities for teachers and staff that directly impact students. These job-embedded training offers targeted support to teachers and staff, enhancing their capacity to address the specific needs of socioeconomically disadvantaged, English Language Learners, and Foster/Homeless youth. By focusing on improving curricular and instructional quality beyond base funding limitations, these initiatives enable educators to implement evidence-based practices tailored to the diverse learning requirements of these student groups. Ultimately, this investment in staff development directly impacts marginalized students by fostering inclusive classrooms, personalized support, and equitable access to high-quality education, narrowing achievement gaps and promoting academic success. Equipping educators with the tools and strategies to effectively reach every student, regardless of background, promotes a culture of excellence and equity that enhances the educational experience for all students in the district. Funds will be used to pay for substitute teachers when PD is offered during the school day as well as extra duty pay for teachers participating in the trainings. Additionally, funds will be used to purchase materials and any required consultant or trainer to provide the selected training.	$976,314.00	Yes
1.4	Intervention Supports and Extended Learning Opportunities	The WUHSD will maintain academic support programs through academic support and intervention classes, 2.0 FTE Instructional Aides, Summer School, Freshman Academy, the use of NWEA, and access to early college opportunities. Academic Support Programs, including Summer School and Freshman Academy expenditures, monitoring tools, and early college options are principally directed toward targeted students by increasing credit recovery, instructional support, and elective choices beyond that which could be provided with base funding alone. Intervention supports and extended learning opportunities play a crucial role in leveling the playing field for socioeconomically disadvantaged, English Language	$949,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners, and Foster/Homeless youth. These resources provide targeted assistance to address academic gaps, language barriers, and socioemotional needs, empowering these students to succeed academically and beyond. Additionally, these same supports benefit all students in the district by providing additional resources and personalized assistance to enhance academic skills and foster holistic development. These initiatives offer targeted support for students who may struggle academically or require extra help, while also providing enrichment opportunities for those seeking to further explore their interests and talents.This action addresses the lowest performance level for district Graduation Rate as well as the Wasco High School SWD Graduation Rate.		
1.5	Increase English Learner Supports and Services	The WUHSD will maintain and increase well-trained certificated and classified staff by hiring and implementing a 0.5 FTE Language Assessor and up to 7.0 FTE Instructional Aides. These staff members will directly support EL students by supporting students in their language acquisition courses as well as monitoring English Learners and LTEL's by collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners. The Language Assessor ensures accurate assessment of English proficiency levels, guiding targeted instruction tailored to individual student requirements. The Instructional Aides offer personalized assistance, fostering language acquisition and academic success among English Language Learners, including LTEL's. This action addresses the lowest performance level the district's ELPI Rate as well as the Wasco High School ELL ELPI rate.	$425,730.00	Yes
1.6	Credit Recovery & Academic Counseling for LTEL's	The ELD Coordinator, ELD support staff, and Counselors will develop a four-year high school graduation plan and an LTEL-specific academic tracking and intervention plan, including credit recovery options with bilingual support to help better prepare LTELS for college and career readiness and stronger academic success. The ELD Coordinator, support staff, and counselors will help monitor this plan and make academic adjustments as needed, and provide support opportunities such as tutoring, Saturday school, and Summer School to ensure LTELs have ample opportunity to graduate while also helping to prepare them for college and career goals.	$10,527.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	(College and Career Readiness Goal) By increasing access to a broad course of study, all students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 of our district's mission focuses on enhancing access to diverse courses, technology, and college/career preparation, particularly for English Learners and Socioeconomically Disadvantaged students. Given our community's limited educational opportunities, it's crucial to offer dual enrollment, Career Technical Education (CTE), and credit recovery programs. With a specific emphasis on addressing the needs of underserved student groups, we aim to increase college enrollment rates and CTE pathway completion while ensuring equitable access to technology and maintaining smaller class sizes. Ultimately, our goal is to provide all students with the skills and resources necessary for success in post-graduation endeavors, whether in careers, college, technical school, or the military.

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 Students enrolled in a Dual-Enrollment Course Source: CA Dashboard (Priority 4H)	CA Dashboard Percentage of Students enrolled in a Dual-Enrollment Course: All - (32.29%) ELL's - (12.66%) SED - (29.59%) SWD - (13.55%) Hispanic (IHS) - (2.7%)	2024 CA Dashboard Percentage of Students enrolled in a Dual-Enrollment Course: All - (38.6%) ELL's - (17.6%) SED - (41.7%) SWD - (16%)		2026 CA Dashboard Percentage of Students enrolled in a Dual-Enrollment Course: All - (38%) ELL's - (22%) SED - (37%) SWD - (23%)	CA Dashboard Percentage of Students enrolled in a Dual-Enrollment Course: All - (+6.31%) ELL's - (+4.94%) SED - (+12.41%) SWD - (+2.45%) Hispanic (IHS) - (-2.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic (IHS) - (0%)		Hispanic (IHS) - (15%)	
2.2	Percentage of Students enrolled in a CTE Pathway Source: Local Indicator: Calpads Reports 3.14, 3.19 (Priority 7A)	Percentage of students enrolled in a CTE pathway All - 33.7%	24/25 Percentage of students enrolled in a CTE pathway All - 31.5%		2026-27 Percentage of students enrolled in a CTE pathway All - 38.7%	Percentage of students enrolled in a CTE pathway (-2.2%)
2.3	Percentage of students who have access to digital supplemental resources based on Local Technology Report Source: Local Indicator - Technology Report) (Priority 7B)	Percentage of students who have access to digital supplemental resources: All - 100% ELL's - 100% SED - 100% SWD - 100%	2024-25 Percentage of students who have access to digital supplemental resources: All - 100% ELL's - 100% SED - 100% SWD - 100%		2026-27 Percentage of students who have access to digital supplemental resources: Maintain 95% or higher All - 95%+ ELL's - 95%+ SED - 95%+ SWD - 95%+	Percentage of students who have access to digital supplemental resources: All - No changes, on target ELL's - No changes, on target SED - No changes, on target SWD - No changes, on target
2.4	Percentage of students with disabilities that are mainstreamed into the General Education setting for at least 80% of their scheduled day based on local SPED Coordinator reports.	Percentage of SWDs are served inside of the regular classroom for at least 80% of the day - 85.4%	2024-2025 Percentage of SWDs are served inside of the regular classroom for at least 80% of the day - 83.2%		2026-27 Percentage of SWD are served inside of the regular classroom for at least 80% of the day - Maintain 80%+	Percentage of SWDs are served inside of the regular classroom for at least 80% of the day - (-2.2%) above target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator - SPED Coordinator Reports 2024 (Priority 7C)					
2.5	Percentage of students from the Ag Academy cohort who graduate with their AA/AS Source: Local Indicator - Cohort Graduation Report (Priority 8)	Percentage of students from the Ag Academy cohort who graduate with their AA/AS: 98.5%	2024-25 Percentage of students from the Ag Academy cohort who graduate with their AA/AS: 90.25%		2026-27 Percentage of students from the Ag Academy cohort who graduate with their AA/AS: Maintain 90% or higher	Percentage of students from the Ag Academy cohort who graduate with their AA/AS: 90.25% (-8.25% from baseline; .25 above target)
2.6	Percentage of students that are "prepared" based on the College and Career Indicator (CCI) Source: CA School Dashboard (Priority 8)	2023 CA School Dashboard CCI Indicator All - (34.6% prepared) ELL's - (8.1% prepared) SED - (31.96% prepared) SWD - (5.4% prepared)	2024 CA School Dashboard CCI Indicator All - (46.3% prepared) ELL's - (22.2% prepared) SED - (44% prepared) SWD - (20.5% prepared)		2026 CA School Dashboard CCI Indicator All - 43.6% ELL's - 20.1% SED - 40.96% SWD - 17.4%	CA School Dashboard CCI Indicator All - (+11.7%) ELL's - (+14.1%) SED - (+12.04%) SWD - (+15.1%)
2.7	Percentage of students who have access to 1:1 Chromebooks as measured by local Technology Reports Source: Local Indicator - Technology Checkout Report (Priority 8)	Percentage of students who have access to 1:1 Chromebooks: All - 100% ELL's - 100% SED - 100% SWD - 100%	2024-25 Percentage of students who have access to 1:1 Chromebooks: All - 100% ELL's - 100% SED - 100% SWD - 100%		2026-27 Percentage of students who have access to 1:1 Chromebooks: All - 98%+ ELL's - 98%+ SED - 98%+ SWD - 98%+	Percentage of students who have access to 1:1 Chromebooks: All - No changes, on target ELL's - No changes, on target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED - No changes, on target SWD - No changes, on target
2.8	Based on % construction progress of the facilities action for Enhancing Facilities for Comprehensive College and Career Technical Education Pathways on a binary metric (yes or no) Implementation Metric: Monitoring the planned construction process versus actual completion benchmarks for completion % A- Planning and Design B-Permitting and Approvals C-GroundBreaking and Site Preparation D- Construction and Structural Development Source: Local Indicator (Priority 8)	2025-2026 Baseline A- Planning and Design - No B-Permitting and Approvals - No C-GroundBreaking and Site Preparation - No D- Construction and Structural Development- No Total % complete: 0%	25-26 Baseline Year		2025-2026 Baseline A- Planning and Design - Yes B-Permitting and Approvals - Yes C-GroundBreaking and Site Preparation - Yes D- Construction and Structural Development- Yes Total % complete: 75%	25-26 Baseline Year

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.

WUHSD's Goal #2 focuses on enhancing access to diverse courses, technology, and college/career preparation, particularly for English Learners and Socioeconomically Disadvantaged students. This goal aims to increase college enrollment rates and CTE pathway completion while ensuring equitable access to technology and maintaining smaller class sizes. Ultimately, our goal is to provide all students with the skills and resources necessary for success in post-graduation endeavors, whether in careers, college, technical school, or the military.

There were no substantive differences in actions or implementation for goal two. Successes have already been seen in various metrics, hitting the three-year target by improving or maintaining applied metrics.

Implemented actions continue to address opportunities to increase or improve services in the areas listed below:

Action 2.1) College & Career Services - The WUHSD provides a full-time Career Guidance Technician who fosters equitable access to career pathways, benefiting all students at Wasco High School by creating an inclusive environment where every student can explore and pursue their post-secondary goals, thereby enhancing overall student success and engagement. This action supports college field trips, career fairs, financial aid workshops, and other types of support to help prepare students for plans beyond high school.

Action 2.2) Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings - The action supports an additional 13.0 FTE teacher, which enables the WUHSD to provide more opportunities for personalized and rigorous education tailored to student needs. This approach helps bridge educational gaps, promotes equity, and ensures all students, regardless of background, can pursue diverse academic and career pathways, ultimately enhancing overall student engagement, achievement, and future success for the entire district.

Action 2.3) Ag Career Academy - This action provides a 1.0 FTE Ag Prep Program Coordinator and a 1.0 FTE Ag Prep Student Coordinator who provide oversight, monitoring, training, intervention, field trips, and job shadowing for Ag Career Prep Academy students, enabling socioeconomically disadvantaged students, English Language learners, and foster/homeless youth to gain structured support, practical experiences, and earn college credit in agriculture-related careers.

Action 2.4) CTE Pathways - The WUHSD Career Technical Education (CTE) Coordinator provides oversight, monitoring, training, intervention, field trips, internships, and opportunities to earn college credits for students enrolled in a CTE pathway, offering socioeconomically disadvantaged students, English Language learners, and foster/homeless youth essential support and real-world experiences in various technical fields. This action supports the 1.0 CTE Coordinator and five pathways, including Allied Health, Construction, Culinary, Multi-media, and Public Safety. These opportunities for students enhance career readiness, engage students in practical learning, and build strong links between their education and future career opportunities.

Action 2.5) Technology Devices, Resources, Connectivity, Infrastructure, and Support Services - This goal provides a 1.0 FTE Network Manager (.25 LCFF S/C), 1.0 FTE Computer Technician, 1.0 FTE Technology Typist/Clerk, 1.0 FTE Tech Coordinator (.5 LCFF S/C), and 1.0 FTE Application Support Specialist to increase access to instructional technology, maintain technology infrastructure and network resources, and support students in daily technology use. Equitable access to technology helps connect all students to the resources they need to be successful in school as well as help prepare them for the technology-driven world we live in.

Successes:

- Increase in the percentage of students enrolled in dual-enrollment courses in four out of five subgroups.
- Maintained 100% of district students who have access to digital supplemental resources.
- 83.2% of Students with Disabilities are served in a regular education classroom for at least 80% of the school day.
- All student groups increased by double-digit percentages in meeting the College and Career Indicator (CCI).
- 100% of students have 1:1 Chromebook access

Challenges:

- No students at Independence High School participated in a Dual enrollment course due to the credit recovery setting.
- There was a 2.2% overall decline in CTE enrollment throughout the district.
- Independence High School has a lack of CTE pathway opportunities for students.

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

There was an overall material difference of $2,610,824.00 in Goal Two. Action 2.2, Broad Course of Study, accounts for most of the material difference at $543,000. Additionally, action 2.3, Ag Career Academy, had a material difference of $226,702, and action 2.4, CTE Pathways, had a difference of $188,084. These actions were supplemented with the use of one-time money. Additionally, overage was worsened by declining enrollment, which led to the cancellation of previously projected sections. Actions 2.1 & 2.5 had no material differences.

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

Action 2.1 - College and Career Services: This action has been partially effective in supporting student progress based on the following metrics:
2.1 (Percentage of Students Enrolled in a Dual-Enrollment Course): All student subgroups showed growth for this metric except for the "Hispanics" subgroup at IHS, which declined by 2.7%.
1.8 (Percentage of students completing at least one CTE Pathway): All student subgroups showed growth for this metric except for the "Students With Disabilities" subgroup, which declined by 2.2%, and the "Hispanic" subgroup at IHS with no change.

Action 2.2 - Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings: This action has been partially effective in supporting student progress based on the following metrics:
2.1 (Percentage of Students Enrolled in a Dual-Enrollment Course): All student subgroups showed growth for this metric except for the "Hispanics" subgroup at IHS, which declined by 2.7%.
1.8 (Percentage of students completing at least one CTE Pathway): All student subgroups showed growth for this metric except for the "Students With Disabilities" subgroup, which declined by 2.2%, and the "Hispanic" subgroup at IHS with no change.

Action 2.3 - Ag Career Academy: This action has been effective in supporting student progress based on the following metrics:
2.5 (Ag Academy Cohort Graduation Rate) The percentage of students from the Ag Academy cohort remains at the goal of 90% or higher.
2.6 (College and Career Indicator): All student subgroups showed double-digit growth for this metric, ranging between 11.7% and 15.1%.

Action 2.4 - (CTE Pathways): This action has been partially effective in supporting student progress based on the following metrics:
2.1 (Percentage of Students Enrolled in a Dual-Enrollment Course): All student subgroups showed growth for this metric except for the "Hispanics" subgroup at IHS, which declined by 2.7%.
2.6 (College and Career Indicator): All student subgroups showed double-digit growth for this metric, ranging between 11.7% and 15.1%.

Action 2.5 - (Technology Devices, Resources, Connectivity, Infrastructure, and Support Services): This action has been effective in supporting student progress based on the following metrics:
2.3 (Percentage of students who have access to digital supplemental resources): 100% of students have access to digital supplemental resources to support all courses.
2.7 (Percentage of students who have access to 1:1 Chromebooks): 100% of students have access to 1:1 Chromebooks to ensure students have access to all textbooks, Canvas, and other resources needed to be academically prepared to be successful in all courses.
1.17 (Graduation Rate) - All student groups increased their graduation rate anywhere from 0.9 to 17.47%.

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: Goal two will remain unchanged, but the funding tied to these actions will be reduced due to declining enrollment and new projected expenditures. Action 2.2, Broad Course of Study, is being reduced by $543,000; action 2.3, Ag Career Academy, by $226,702, and action 2.4, CTE Pathways, is being reduced by $188,084. Action funding has been reduced to better align with actual expenditures.

Actions: There will be an additional action added to goal two. Action 2.6 (Enhancing Facilities for Comprehensive College and Career Technical Education Pathways) will be added. As the district continues to grow CTE pathways, there is a need to invest in modern facilities and create classroom and lab spaces to enhance hands-on learning opportunities and industry experience for students.

Metrics: Metrics for current actions will remain the same, but the following metrics will be added for the newly added action (2.6): Percentage of students enrolled in a CTE Pathway (Metric 2.2), Percentage of students who have access to digital supplemental resources (Metric 2.3) College and Career Indicator (Metric 2.6), Facilities in good repair (Metric 1.3), Percentage of students completing at least one CTE pathway (Metric 1.8).
(Metric 2.8) Added to Goal 2 to effectively monitor the implementation efforts as it applies to the improvement and construction timeline.

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	College and Career Services	The Wasco Union High School District will provide a 1.0 FTE Career Guidance Technician and will maintain the Career Center by organizing and updating resources, conducting workshops, arranging college field trips, offering financial aid support, hosting career fairs, and providing one-on-one collaborative sessions to ensure socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth have access to information on college, career, and military opportunities. This support fosters equitable access to career pathways, benefiting all students at Wasco High School by creating an inclusive environment where every student can explore and pursue their post-secondary goals, thereby enhancing overall student success and engagement.	$84,510.00	Yes
2.2	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	The WUHSD will allocate additional teachers (13.0 FTE) to increase course offerings, add additional sections of high-demand courses, and ensure students have access to a broad course of study and appropriate-sized classrooms. Increasing course offerings, adding additional sections of high-demand courses, and ensuring access to a broad course of study with appropriately sized classrooms significantly benefit socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth by providing more opportunities for personalized and rigorous education tailored to their needs. This approach helps bridge educational gaps, promotes equity, and ensures all students, regardless of background, can pursue diverse academic and career pathways, ultimately enhancing overall student engagement, achievement, and future success for the entire district. The WUHSD will facilitate local and Community College instructors to provide access to twenty-two early college dual-enrollment course sections, and provide the necessary materials and textbooks for these courses to all students. The utilization of these instructors (4.40 FTE) to provide early college course access significantly benefits socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth by offering them opportunities to earn college credits while still in high school, thereby reducing future college costs and easing the transition to higher education. This initiative promotes equity by ensuring these students have access to advanced coursework and	$1,853,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic support. For all students in the district, this enhances academic rigor, prepares them for college-level expectations, and improves overall college and career readiness. Additionally, this action provides for registration, materials, and textbook costs for concurrent enrollment sections as well. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD as well as Independence High School's lowest indicator in CCI for all students which include ELL, SED, and Hispanic student groups.		
2.3	Ag Career Academy	The Wasco Union High School District will provide a 1.2 FTE Ag Prep Program Coordinator and a 1.2 FTE Ag Prep Student Coordinator who will provide oversight, monitoring, training, intervention, field trips, and job shadowing for Ag Career Prep Academy students, enabling socioeconomically disadvantaged students, English Language learners, and foster/homeless youth to gain structured support, practical experiences, and earn college credit in agriculture-related careers. This action also provides Dual Enrollment texts, Instructional materials specific to the Ag Academy, Summer Job placements, Saturday School, conference and field trip attendance as well as transportation costs. This academy helps bridge opportunity gaps, promotes equity, and equips these students with valuable skills and experiences. For all students in the district, this enhances career readiness, fosters engagement in hands-on learning, and strengthens connections between education and future employment opportunities. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.	$572,890.00	Yes
2.4	CTE Pathways	The WUHSD will provide 2.4 FTE CTE Teacher Salaries and1.2 FTE Career Technical Education (CTE) Coordinator to provide oversight, monitoring, training, intervention, field trips, internships, and opportunities to earn college credits for students enrolled in a CTE pathway, offering socioeconomically disadvantaged students, English Language learners, and foster/homeless youth essential support and real-world experiences in	$731,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		various technical fields. These funds also provide Instructional materials for the CTE pathways, Skills USA Uniforms and substitute teachers to provide coverage when CTE teachers are required to attend Skills USA training. This targeted assistance helps close achievement gaps, fosters equity, and equips these students with marketable skills, work experience, and college credits. For all students in the district, this enhances career readiness, engages them in practical learning, and builds strong links between their education and future career opportunities. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.		
2.5	Technology Devices, Resources, Connectivity, Infrastructure and Support Services	The Wasco Union High School District will provide a 1.0 FTE Network Manager (.25 LCFF S/C), 1.0 FTE Computer Technician, 1.0 FTE Technology Typist/Clerk, 1.0 FTE Tech Coordinator (.5 LCFF S/C), and 1.0 FTE Application Support Specialist to increase access to instructional technology, maintain technology infrastructure and network resources, and support students in daily technology use. This significantly benefits socioeconomically disadvantaged students, English Language learners, and foster/homeless youth by ensuring they have reliable access to academic digital resources, bridging the digital divide, and enhancing their learning opportunities. For all students in the district, this improves digital literacy, supports diverse learning styles, and prepares them for a technology-driven world.	$1,395,050.00	Yes
2.6	Enhancing Facilities for Comprehensive College and Career Technical Education Pathways	The Wasco Union High School District will expand Career Technical Education (CTE) facilities by adding a modern CTE classroom at the AG Farm equipped with updated technology supporting hands-on learning and student engagement. These expanded facilities are designed to promote equity and access by addressing the unique needs of English Language Learners (ELLs), Socioeconomically Disadvantaged students, and Foster and Homeless youth. Expanding our CTE facilities eliminates barriers by expanding the LEA's capacity to offer additional free access to materials, certifications, and transportation, while connecting students with industry partners for real-world experience.	$8,826,793.61	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	(Positive School Climate Goal) In collaboration with our community, develop a challenging, safe, and caring learning environment that supports positive physical and mental health, celebrates diversity, inclusion, and promotes effective communication with all educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Developing a positive school culture goal is paramount for the Wasco Union High School District for several reasons, each vital to the holistic development and success of our students and staff.

Prioritizing campus safety, security, and attendance measures within our school culture goal ensures that our learning environment remains conducive to growth and well-being. By fostering a culture of safety, we provide students and staff with the peace of mind necessary to focus on their academic pursuits without distraction or concern for their welfare.

Secondly, creating a positive and engaging school environment, coupled with regular recognition for both students and staff, cultivates a sense of belonging and motivation. When individuals feel valued and appreciated for their contributions, they are more likely to actively participate in school activities, engage in learning, and strive for excellence. This positive reinforcement serves as a powerful catalyst for personal and collective growth within our educational community.

Furthermore, integrating Parent and Educational Partner Engagement into our positive school culture goal strengthens our relationships with key stakeholders and promotes collaboration in achieving our shared objectives. By involving parents and educational partners in decision-making processes, seeking their input, and keeping them informed about school initiatives, we foster a sense of ownership and investment in the success of our students and the district as a whole.

In essence, developing a positive school culture goal that encompasses campus safety, security, and attendance measures, along with fostering an engaging environment and recognizing the contributions of students and staff, while actively engaging parents and educational partners, is essential for creating an educational system where all members feel supported, empowered, and motivated to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts the school district makes to seek parent input in making decisions for the LEA and each school site Source: Local Indicator - Surveys (Priority 3A)	Percentage of parents who feel the WUHSD seeks to gain parent input for decision making 0% This Metric has not previously been measured.	Percentage of parents who feel the WUHSD seeks to gain parent input for decision making 100%		2026-27 Percentage of parents who feel the WUHSD seeks to gain parent input for decision making 70%	Percentage of parents who feel the WUHSD seeks to gain parent input for decision making +100%
3.2	Annual Title I Parent Meeting-Sign in sheets Number of ELAC/DELAC Meetings- Agendas Source: Local Indicator - Sign-In Sheets (Priority 3B)	Annual Title I Parent Meeting Attendance: 240 2023-24 Number of ELAC/DELAC Meetings (23/24): 5	2024-25 Annual Title I Parent Meeting Attendance: 242 2024-25 Number of ELAC/DELAC Meetings:5 Meetings		2026-27 Annual Title I Parent Meeting Attendance: Maintain 240+ 2026-27 Number of ELAC/DELAC Meetings : Maintain 5+	Annual Title I Parent Meeting Attendance: (+2 parents) Number of ELAC/DELAC Meetings:Maintained 5 meetings
3.3	Percentage of parents/guardians who complete the Post-IEP Survey Results Source: Local Indicator - Post-IEP Surveys (Priority 3C)	Percentage of parents/guardians who complete the Post-IEP Survey 0% - This survey has not previously been implemented.	Percentage of parents/guardians who complete the Post-IEP Survey = 80%		2026-27 Percentage of parents/guardians who complete the Post-IEP Survey (26/27): 50%+	Percentage of parents/guardians who complete the Post-IEP Survey +80%
3.4	Suspension Rate Source: CA School Dashboard (Priority 6A)	CA School Dashboard Suspension Rate: All - 0% ELL's - 0%	2024 CA School Dashboard Suspension Rate: All - 0%		2026 CA School Dashboard Maintain a Suspension Rate of 2% or less	CA School Dashboard Suspension Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED - 0% SWD - 0%	ELL's - 0% SED - 0% SWD - 0%		All - 2% or less ELL's - 2% or less SED - 2% or less SWD - 2% or less	All -No Change, on track ELL's -No Change, on track SED -No Change, on track SWD -No Change, on track
3.5	Expulsion Rate Source: Local Indicator - Data Quest (Priority 6B)	Expulsion Rate: All - 0% ELL's - 0% SED - 0% SWD - 0%	2024-25 Expulsion Rate: All - 0% ELL's - 0% SED - 0% SWD - 0%		2026-27 Maintain Expulsion Rate: All - 2% or less ELL's - 2% or less SED - 2% or less SWD - 2% or less	Maintain Expulsion Rate: All - No Change - 0% ELL's - No Change - 0% SED - No Change - 0% SWD - No Change - 0%
3.6	Student Connectedness Survey Participation Rate Source Local Indicator - KIDS (Priority 6C)	Percentage of Students that participated in the School Connectedness Survey: 69.88%	Percentage of Students that participated in the School Connectedness Survey: 70.00%		2026-27 Percentage of Students that participated in the School Connectedness Survey : 75%	Percentage of Students that participated in the School Connectedness Survey :+0.12%
3.7	Number of LTEL Family Workshops LTEL Workshop Survey Feedback Source - Local Indicator (Priority 3B)	Added for 25/26	Number of LTEL Family Workshops 0% (Never been measure and added starting 25/26)		Number of LTEL Family Workshops:3 LTEL Workshop Survey Feedback 80%	Number of LTEL Family Workshops 0% (Never been measure and added starting 25/26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL Workshop Survey Feedback 0% (Never been measure and added starting 25/26)			LTEL Workshop Survey Feedback 0% (Never been measure and added starting 25/26)

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.

WUHSD's educational initiatives listed in Goal #3 support the development of a positive school culture vital to the holistic development and success of our students and staff. When individuals feel valued and appreciated for their contributions, they are more likely to actively participate in school activities, engage in learning, and strive for excellence. Prioritizing campus safety, security, and attendance measures within our school culture goal ensures that our learning environment remains conducive to growth and well-being. Integrating Parent and Educational Partner Engagement into our positive school culture goal strengthens our relationships with key stakeholders and promotes collaboration in achieving our shared objectives.

There were no substantive differences in actions or implementation for goal three. Successes have already been seen in various metrics, hitting the three-year target by improving or maintaining applied metrics.

Implemented actions continue to address opportunities to increase or improve services in the areas listed below:

Action 3.1) Campus Safety, Security, Attendance Supports, and Services - The WUHSD provides a 1.0 FTE District Safety Officer, 1.0 FTE Attendance Monitor, 1.0 FTE Campus Supervisor, 1.0 FTE District Nurse, and other support staff and services to ensure safety, security, and attendance support for all students while promoting a conducive learning environment. This includes safety applications to admit and track guests on campus, allowing students to report bullying and other safety concerns, and an emergency response system.

Action 3.2) Positive and Engaging School Environment - The WUHSD is committed to fostering a positive and engaging learning environment by supporting activities and functions that promote student, staff, and family connection within a positive school climate. This commitment extends to promoting spirit and connection through organizing events such as educational excursions, family nights, parent education nights, assemblies, inspirational speakers, and acknowledgments for academic achievements. In addition, the commitment to fostering a positive and engaging learning environment in the WUHSD includes supporting athletic and academic competitions, as well as providing necessary equipment and uniforms. By facilitating participation in these competitions, the district promotes teamwork, discipline, and sportsmanship among students, contributing to their overall development and well-being.

Action 3.3) Parent & Educational Partner Engagement - The WUHSD has worked to improve and increase parent, student, and educational partner engagement. Parents, students, and educational partners are engaged through many forums that will ensure they learn about how they can support their students as they experience increased academic rigor. These opportunities come via Tiger Parent Club, Back to School Night, Freshman Orientation, Freshman Launch, and ELAC/DELAC to name a few. During these opportunities, the WUHSD collects input from stakeholders and works to ensure that programs and offerings are responsive to the diverse needs of all students, fostering a more inclusive and supportive learning environment for everyone in the district.

Successes:

- Parent Participation increased at various meetings, including the Annual Title I Parent Meeting, Tiger Parent Club meetings, and Back to School Night
- Over 90% of parents surveyed expressed they feel the WUHSD seeks parent input in making decisions for the LEA and each school site.
- Post-IEP survey participation increased by 50%.
- The WUHSD suspension rate and expulsion rate remain at the rate of 0% district-wide.

Challenges:

- The Fall student connectedness survey rate remained near our baseline participation rate instead of increasing.

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

There was no overall material difference in the amount budgeted and spent for goal three. The projected budget for goal three was $1,737,334, and the actual projected expenditures were $1,597,140 for a difference of $140,194 (roughly 8.2%). Action 3.3 did have a significant material difference of $42,232. This action was supplemented with the use of one-time money from multiple funds. In addition, declining enrollment also impacted the amount of equipment, supplies, and services needed.

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

Action 3.1 - Campus Safety, Security, Attendance Supports and Services: This action has been effective in supporting student progress based on the following metrics:
3.4 (Suspension Rate): All student subgroups maintained a suspension rate below 2%. The rate is currently at 0%.
3.5 (Expulsion Rate): All student subgroups maintained a suspension rate below 2%. The rate is currently at 0%.
1.14 (Attendance Rate): The attendance rate increased for each subgroup between 1% and 2.6%
1.17 (Graduation Rate): All student groups increased their graduation rate anywhere from 0.9 to 17.47%.

Action 3.2 - (Positive and Engaging School Environment): This action has been effective in supporting student progress based on the following metrics:

3.4 (Suspension Rate): All student subgroups maintained a suspension rate below 2%. The rate is currently at 0%.
3.5 (Expulsion Rate): All student subgroups maintained a suspension rate below 2%. The rate is currently at 0%.
3.6 (Student Connectedness Survey): The participation rate increased slightly overall and is moving toward the target percentage.
1.17 (Graduation Rate): All student groups increased their graduation rate anywhere from 0.9 to 17.47%.

Action 3.3 - (Parent & Educational Partner Engagement): This action has been effective in supporting progress based on the following metrics:
3.1 (Percentage of parents who feel the WUHSD seeks to gain parent input for decision-making): 100%
3.2 (Annual Title 1 Parent Meeting Attendance): This metric showed a growth of +2 parents and maintained the threshold of 240+ parents at this meeting. (Number of ELAC/DELAC Meetings): This metric showed maintenance of 5+ ELAC/DELAC opportunities for parents that were well attended.
3.3 (Participation Rates for Post-IEP Surveys) This metric had never been monitored before and initially came in at 80%.

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.

Goals: This goal will remain unchanged.

Metrics: For action 3.1 (Campus Safety, Security, Attendance Supports and Services), Metric 1.17 (Graduation Rate) will be added because this is a direct result of the services offered.
For action 3.2 (Positive and Engaging School Environment), Metric 1.17 (Graduation Rate) will be added because this is a direct result of the services offered.

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	Campus Safety, Security, Attendance Supports and Services	The WUHSD will provide a 1.0 FTE District Safety Officer, 1.0 FTE Attendance Monitor, 1.0 FTE Campus Supervisor, 1.0 FTE District Nurse, and other support staff and services to ensure safety, security, and attendance support for all students while promoting a conducive learning environment. This has a particularly positive impact on socioeconomically disadvantaged students, English Language learners, and foster/homeless	$1,142,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth by addressing their specific needs and creating a sense of safety and belonging. For these students, who may face additional challenges, such support can mitigate barriers to attendance and academic success. For all students in the district, this fosters a sense of security, enhances overall well-being, and promotes a positive school climate conducive to learning. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.		
3.2	Positive and Engaging School Environment	The WUHSD is committed to fostering a positive and engaging learning environment by supporting activities and functions that promote student, staff, and family connection within a positive school climate. This commitment extends to promoting spirit and connection through organizing events such as educational excursions, family nights, parent education nights, assemblies, inspirational speakers, and acknowledgments for academic achievements. This commitment to fostering a positive and engaging learning environment through various activities and functions has a significant impact on socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth by providing them with opportunities for connection, support, and inspiration. These events promote a sense of belonging, motivation, and community, which can positively influence their academic performance and overall well-being. Additionally, for all students in the district, these activities contribute to a supportive and inclusive school culture, enhancing student engagement, satisfaction, and academic achievement across the board. In addition, the commitment to fostering a positive and engaging learning environment in the WUHSD includes supporting athletic and academic competitions, as well as providing necessary equipment and uniforms. By facilitating participation in these competitions, the district promotes teamwork, discipline, and sportsmanship among students, contributing to their overall development and well-being. For socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth, these opportunities offer avenues for involvement, skill-building, and recognition, further enhancing their sense of belonging and self-esteem. Additionally, for all students in the district, engagement in athletic and academic competitions fosters a sense of pride, camaraderie, and school spirit, reinforcing a positive and inclusive school culture that encourages	$279,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic achievement and student success.This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.		
3.3	Parent & Educational Partner Engagement	The WUHSD will improve and increase parent, student, and educational partner engagement. Parents, students, and educational partners are engaged through many forums that will ensure they learn about how they can support their students as they experience increased academic rigor. Other topics provide information about grading, interventions, support services, and college and career readiness. Information is also provided to parents, students, and educational partners via the school website, parent portal, and quarterly newsletters. The district also uses these designated times to collect input that will help drive changes and adjustments to school programs and offerings as appropriate. This initiative to improve and increase parent, student, and educational partner engagement positively impacts socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth by providing their families with essential information and resources to support their academic journey. By addressing topics such as academic rigor, grading, interventions, support services, and college and career readiness, these forums help bridge communication gaps and empower families to actively participate in their children's education. Additionally, by collecting input from stakeholders, the district ensures that programs and offerings are responsive to the diverse needs of all students, fostering a more inclusive and supportive learning environment for everyone in the district.	$140,269.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Wasco Independence High School aims to increase and improve student academic achievement and increase college and career readiness by 10% by the end of the 26/27 school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Wasco Independence High School generates an LCFF entitlement and also had prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent so based on the California Department of Education's (CDE) Stability Rate Report, WIHS is eligible for additional funding to support students. Due to IHS student subgroups (English Language Learners, Hispanic, and Socioeconomically Disadvantaged) falling in the lowest brackets for the CCI and ELPI indicators and ELA and Math CAASPP scores well below meeting standard for all students, this goal was written to focus on supporting students and teachers to produce growth in these areas. In addition to improving student outcomes this goal will address the staff credentialing and assignment percentages. This goal was developed based on educational partner feedback data from Independence High School parents, guardians, staff, and students emphasizing the need for ongoing instructional aide support in the classroom and more opportunities for electives to be prepared for post-high school plans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Passage rate of STDV B3 (BC Dual-enrollment course) Aeries SIS Report Source: CA School Dashboard (Priority 4H)	Passage rate of STDV B3 (BC Dual-enrollment course): All: 0% ELL's: 0% SED: 0% SWD: 0% WUHSD has never monitored IHS students	Passage rate of STDV B3 (BC Dual-enrollment course): All: 64.2% ELL's: 52.0% SED: 62.4% SWD: 100% Hispanic: 60%		2026-27 Passage rate of STDV B3 (BC Dual-enrollment course): All: 60% ELL's - 60% SED - 60% SWD - 60%	Passage rate of STDV B3 (BC Dual-enrollment course): All: +64.2% ELL's: + 52.0% SED: +62.4% SWD: + 100% Hispanic: +60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Metric - Aeries SIS (Priority Goal 8)	enrolling and passing this course.			Hispanic - 60%	
4.2	English Language Proficiency Indicator (ELPI) Source: CA School Dashboard (Priority Goal 4E)	2023 CA School Dashboard English Language Proficiency Indicator: 26.8% Making Progress	2024 CA School Dashboard English Language Proficiency Indicator: 38.9% Making Progress		2026 CA School Dashboard English Language Proficiency Indicator: 35.8%	CA School Dashboard English Language Proficiency Indicator: +12.1%
4.3	Percentage of students who graduate from WIHS Percentage of students who return to WHS and graduate Source: CA School Dashboard (Priority 5E)	2023 Percentage of students who graduate from WIHS All: 84.8% ELL's: 85.7% SED: 84.7% SWD: N/A	2024 Percentage of students who graduate from WIHS All: 71.3 ELL's: 67.7% SED: 71.3% SWD: N/A		2026-27 Percentage of students who graduate from WIHS All: 87.8% ELL's: 88.7% SED: 87.7% SWD: 50%	Percentage of students who graduate from WIHS All: - 13.5% ELL's: -18.0% SED: -13.4% SWD: NA
4.4	Percentage of teachers who are appropriately assigned and fully credentialed as measured by Annual Credential Audit Source: Local Indicator - CALPADS Report 4.4 (Priority 1A)	2023-2024 Wasco Independence High Teachers who are appropriately assigned 100% and fully credentialed 85.6%	2024-25 Wasco Independence High Teachers who are appropriately assigned 100% and fully credentialed 85.6%		2026-27 Wasco Independence High Teachers who are appropriately assigned % and fully credentialed 90%+	Wasco Independence High Teachers who are appropriately assigned No Change and fully credentialed No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

WUHSD's educational initiatives listed in Goal #4 aim to increase and improve student academic achievement and college and career readiness for students at Wasco Independence High School. Extra support has been provided through two full-time Instructional Aides and additional opportunities to recover credit through before and after school courses and 1:1 or small group tutoring. Additionally, a multimedia CTE pathway has been added to help with elective offerings.

There were no substantive differences in actions or implementation for goal four. Successes have already been seen in various metrics, hitting the three-year target by improving or maintaining applied metrics.

Implemented actions continue to address opportunities to increase or improve services in the areas listed below:

Action 4.1) Wasco Independence High School hired two instructional aides to support students in all academic areas. The addition of Academic Weightroom and 7th Period Edgenuity has allowed students more opportunities to recover credit and receive 1:1 or small group tutoring to increase academic achievement and college and career readiness. Additionally, this goal supports a .20 FTE Academic Coach to support teachers with professional development to implement best practices that will further support student success.

Successes:

- 62.4% of students who attend Independence High have passed the Student Development B3 dual-enrollment course during their high school career.
- The English Language Proficiency Indicator increased by 12.1% and surpassed the three-year goal set in the LCAP.

Challenges:

- The percentage of teachers who are appropriately assigned and fully credentialed remains at 85.6%. This is lower than the 90% goal, although it is only one teacher.

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

There was no material difference in goal four. The total funds of $190,522 were expended as planned.

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

Action 4.1 -Additional Instructional Support: This action has been effective in supporting student progress based on the following metrics:
4.1 (Passage rate of STDV B3): This metric was not measured in the past and showed an initial percentage of 64.2% of students at IHS passed STDV B3
4.2 (English Language Proficiency Indicator): This metric showed student growth with a 12.1% increase in the English Language Proficiency Indicator (ELPI).

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.

Goals: This goal will remain unchanged

Actions: The action for goal four will remain unchanged

Metrics: Moving forward, Metric 4.3 will only reflect the IHS graduation rate. The % of students who return to Waso High and graduate does not reflect work done at IHS alone. Metrics 4.1 and 4.3 will add Hispanic as an additional student group to the disaggregation of the metric. This addition is to measure all student groups with the greatest need for the identified goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional Instructional Support	(Equity Multiplier Goal) The WUHSD will provide 2.0 FTE Instructional Aid and a 0.20 FTE Academic Coach to Wasco Independence High School to assist teachers and students with direct academic support. IA's will assist with classroom management, help implement instructional strategies, provide one-on-one or small group instruction, reinforce lessons, assist students with assignments or projects, and offer additional academic support to students who may need it. They will also support students who may need more targeted support such as ELs, SED, SWD, and foster/homeless youth to ensure their academic success and integration into the classroom environment. The Academic Coach will assist teachers with professional development tailored to their needs, and support with data analysis, curriculum planning, and resource sharing. Additionally, The AC will collaboratively plan with staff to implement research-based	$174,607.00	No

Action #	Title	Description	Total Funds	Contributing
		practices, differentiation strategies, and social-emotional supports to help impact learning and academic achievement in the classroom. WUHSD will also offer boot camps during the school year to support students with concepts on the Math CAASPP, ELA CAASPP, CAST, and ELPAC assessments. Additional credit recovery and support will be offered through after-school tutoring, Saturday school, and ISP extended-year offerings. Passage rate of STDV B3 (Metric 4.1) English Language Proficiency Indicator (ELPI) (Metric 4.2) Percentage of students who graduate from WIHS; Percentage of students who return to WHS and graduate (Metric 4.3) Percentage of teachers who are appropriately assigned and fully credentialed (Metric 4.4)		

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
$8,727,602	$1,113,102

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
39.670%	17.548%	$3,850,311.26	57.218%

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
1.1	**Action:** Supplemental Resources and Supports **Need:** English Language Learners display an achievement gap in State Assessments (ELA and Math CAASPP and Science CAST) compared to the "All Student" group. Socioeconomically disadvantaged students have shown an upward trend in State Assessment scores although they show a	These resources impact students by providing supplemental educational programs, services for the implementation of these resources that would otherwise not be available with base funding alone. Additionally, online databases provide access to resources when students are away from school. Opportunities for student subgroups (ELLs, SWD, Hispanic, and SED) that are in the lowest (red) category for the CCI indicator will also benefit by giving them the accessibility to complete dual-enrollment classes which count towards	Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs (Metric 1.4) Percentage of students completing A-G Course Requirements (Metric 1.7)

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
	slight disparity compared to the "all students" category. Supplemental instructional resources ensure access to supports that assist in all subject areas including Math, ELA, Science, and Social Science, as well as, providing access to materials at school or away from their campus. This goal was influenced by parents, staff, and students' desire to prioritize the availability of supplemental resources to provide equal access for all students. **Scope:** LEA-wide	"preparedness" on the indicator. Although these actions are designed to support and provide access to our student populations with the greatest need, it is also being provided LEA-wide to improve all student outcomes. These supports will directly impact student learning and result in stronger performance in the classroom and on state assessments.	Percentage of students completing at least one CTE pathway (Metric 1.8) Graduation Rate (Metric 1.17)
1.2	**Action:** Academic and Social Emotional (SEL) Services **Need:** Students who come from a low socioeconomic background, are transplants to a new area and learning a new language, or are struggling with uncertainty as a foster or homeless youth may face additional or more extensive stressors compared to other students. Graduation Rates for the "all student" group is 90.6% with SED closely behind at 89.73%. In comparison, graduation rates were 81.44% for ELs, 60 % for homeless youth, and 73.33% for SWD. Chronic Absenteeism rates are also higher than the "all student" subgroup at 21%. The Homeless groups measured at 67% chronic, followed by foster at 38%, SWD at 34%, and the EL subgroup at 32%. Feedback from every stakeholder group emphasized the need and	These professionals are crucial for maintaining academic counseling and social-emotional support services, addressing the diverse needs of socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth services that help to promote their well-being, enhance their coping skills, and improve their academic performance, contributing to a positive school environment and overall success. In addition, these services will enhance the overall support network for students in the WUHSD. By providing additional mental health resources, counseling services, and administrative support, students will receive targeted interventions to address attendance barriers and socio-emotional needs, potentially increasing attendance rates. Furthermore, the presence of these professionals can facilitate early identification and intervention for at-risk students, leading to improved graduation rates through personalized support and guidance. This action is being offered on an LEA-Wide basis	Attendance Rate (Metric 1.14) Chronic Absenteeism Rate (Metric 1.15) High School Dropout Rate(Metric 1.16) Graduation Rate (Metric 1.17)

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
	importance of wrap-around services from social workers and counselors. Repeated comments included the need to support mental health and the social-emotional needs of students to enhance a well-rounded education. **Scope:** LEA-wide	to provide access to these services for all students who may benefit.	
1.3	**Action:** Staff and Curriculum Development and Training **Need:** Staff curriculum and development training will benefit all students. Teachers, parents, and administrative educational partners suggested that teachers and staff who have ongoing professional training have more engaged classrooms and make a more significant academic impact. The data below shows the achievement gap between the "all student group" and ELs, SED, and SWD learners. Foster and Homeless Youth will also benefit from staff curriculum and development but are not noted in the data below due to a very small population in the WUHSD. English Language Arts: All: (+6.3) ELs: (-93.4) SED: (-0.3) SWD: (-110.8) Math:	Staff development and curriculum development are integral components of improving student learning outcomes, especially for socioeconomically disadvantaged, English language learners, and foster/homeless youth. Through ongoing training and professional development opportunities, educators can enhance their instructional practices, incorporate new teaching methodologies, and stay updated with the latest educational research and best practices, equipping them with strategies to differentiate instruction and address diverse learning needs effectively. Additionally, curriculum development tailored to the unique needs and backgrounds of these students ensures alignment with academic standards, promotes interdisciplinary connections, and fosters a coherent and comprehensive learning experience, enhancing engagement and promoting language acquisition. Although this action is geared towards improving teacher practices for our unduplicated populations and their needs; all can benefit from teachers who continually enhance their educational practices. Investing in staff and curriculum development initiatives cultivates a culture of continuous improvement, positively	Distance from Standard Results CAASPP Math and ELA (Metric 1.6) Percentage of students passing the AP Exam (Score of 3 or higher) (Metric 1.12) Graduation Rate (Metric 1.17) Survey Results for Wasco Way: Non-Tenured Teachers and Staff Professional Development Opportunities (Metric 1.19)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: (-111.7) ELs: (-182.2) SED: (-117.6) SWD: (-183.4) Science: All: (15.4% met or exceeded standard) ELs: (0.97% met or exceeded standard) SED: (13.83% met or exceeded standard) SWD: (5.88% met or exceeded standard) College and Career Indicator (CCI): All: (34.6% - low) ELs: (8.1% - very low) SED: (5.4% - very low) SWD: (31.9% - low) English Language Progress Indicator (ELPI): 32.5% making progress (Maintained -0.2%) **Scope:** LEA-wide	impacting student achievement and preparing them for success in a rapidly evolving world while closing achievement gaps.	
1.4	**Action:** Intervention Supports and Extended Learning Opportunities **Need:** 34.6% in the "All Student" category for the College and Career Indicator (CCI) scored as prepared for college and career after high school. English Language Learners scored in the red category with 8.1% prepared and Students with Disabilities also scored in the red with only 5.4% of students meeting the	Academic support programs, interventions, and extended learning opportunities are crucial for socioeconomically disadvantaged, English Language Learner (ELL), and foster homeless youth as they often face unique challenges hindering their academic progress. These programs offer tailored assistance to address individual learning gaps and barriers, providing equitable access to resources like tutoring, wrap-around support, and additional staff that may otherwise be lacking due to financial constraints. By leveling the playing field, these initiatives	Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI) (Metric 1.10) Percentage of students that are reclassified as Fluent English Proficient (Metric 1.11)

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
	prepared requirement. Many students need additional opportunities to make up credits or take additional coursework to free up their schedule to take more A-G, early college, AP, or CTE courses that will help them meet the prepared category. Parents and students alike noted the importance of having intervention, tutoring, and instructional aide support in the classroom to help students find success. Additionally, educational partners mentioned opportunities for students to recover credits are necessary to help support students with the highest needs. **Scope:** LEA-wide	empower marginalized students to thrive academically and bridge the achievement gap, fostering a more inclusive and equitable learning environment. These services will also help support SPED students who scored in the lowest category (red) on the CA School Dashboard to make up deficient credits and graduate. While these programs are particularly beneficial for vulnerable student groups, they also positively impact all students by enriching the overall learning experience and promoting academic excellence. By providing extended learning opportunities, such as Summer School and subject-based tutoring, and offering diverse elective choices, the WUHSD ensures that every student has the chance to excel and reach their full potential. Furthermore, the presence of supportive resources like campus supervisors and instructional aides enhances the school community, fostering a culture of collaboration and support that benefits all learners, irrespective of their background or academic level.	Attendance Rate for Freshman Academy Summer School Attendance Rate for Summer School (Returning Students) (Metric 1.13) Graduation Rate (Metric 1.17)
2.1	**Action:** College and Career Services **Need:** Currently, 34.6% of the Wasco Union High School District students are deemed prepared by the 2023 California School Dashboard. English Learners and Students with Disabilities subgroups scored in the lowest (red) category. Only 8.1% of English Language Learners scored in the prepared category and 5.4% of Students with disabilities	A College and Career Center and technician provide invaluable support to socioeconomically disadvantaged, English language learners (ELL), and foster homeless youth by offering guidance and resources to navigate the complex pathways to higher education and career opportunities. These students often lack access to information and support networks necessary to explore post-secondary options and develop career pathways. The presence of a dedicated technician in the College and Career Center ensures personalized assistance, helping these students overcome	Percentage of students enrolled in a CTE Pathway (Metric 2.2) Percentage of Students Enrolled in a Dual-Enrollment Course (Metric 2.1)

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
	were considered prepared. Socioeconomically Disadvantaged students were in the second lowest category of orange with 31.9% of this subgroup being deemed "prepared". All student groups are deficient in this area, but it is more pronounced with ELs. Educational partner feedback from multiple groups emphasized the importance of students having a post-high school plan that includes college, career, or the military. Many students also mentioned the desire to be more connected to the career center earlier in high school. **Scope:** LEA-wide	barriers such as language proficiency, financial constraints, or lack of familial support. By providing guidance on college applications, financial aid, vocational training, and job readiness skills, the Center empowers marginalized students to pursue their educational and career aspirations, breaking the cycle of poverty and creating pathways to economic stability and success. Although this action is designed to support our unduplicated population it is being provided school-wide as a support to all students and the surrounding community. Additionally, the College and Career Center and technician benefit all students by fostering a culture of academic and career exploration within the school community. By offering workshops, career fairs, and informational sessions, the Center exposes students to diverse career pathways and post-secondary options, regardless of their background or academic standing. This exposure broadens students' perspectives, encourages goal-setting, and promotes lifelong learning and career readiness skills. Moreover, the Center serves as a hub for collaboration between students, educators, and industry partners, creating networking opportunities and bridging the gap between education and workforce needs. In this way, the College and Career Center enriches the educational experience for all students, equipping them with the knowledge, skills, and resources needed to succeed in an increasingly competitive and rapidly evolving global economy.	
2.2	**Action:**	A broad course of study, appropriate class sizes, and additional course offerings positively impact	Percentage of students enrolled in a CTE Pathway

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
	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings **Need:** Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared and fall in the medium (yellow) category. Parents, staff, and administrators emphasized the need for a broad course of study including opportunities for early college opportunities. Students mentioned the desire for more CTE courses that better prepared them for a job after high school, or minimal college after high school to obtain a career. **Scope:** LEA-wide	socioeconomically disadvantaged students, English Language Learners (ELLs), and Foster/Homeless youth by providing equitable access to diverse and advanced academic opportunities. These measures allow for more personalized instruction and targeted support, helping to address individual learning needs and mitigate educational disparities. This action is being provided LEA-wide so that all students may benefit from a wider range of subjects.	(Metric 2.2) Percentage of Students Enrolled in a Dual-Enrollment Course (Metric 2.1)
2.3	**Action:** Ag Career Academy **Need:** Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared	The ongoing implementation of the Ag Academy enables EL, SED, and FY students to meet the College and Career Indicator (CCI) through dual-enrollment courses, preparing them for job shadowing and internships, immediate workforce placement upon high school graduation, or the possibility of earning an AA degree concurrently with their high school diploma. Expenditures for the Ag Career Academy primarily benefit EL, SEDand FY students by enhancing access to early college and rigorous career	Ag Academy Cohort Graduation Rate (Metric 2.5) College and Career Indicator (Metric 2.6)

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
	and fall in the medium (yellow) category. Parents, staff, and administrators emphasized the need for a broad course of study including opportunities for early college offerings. Parents and students shared the desire for other means to earn a college degree in addition to the Ag Academy. **Scope:** Schoolwide	preparation programs beyond what base funding alone could provide. This results in increased enrollment in and access to advanced academic and career-focused courses. The Ag Academy is being provided LEA-wide so that all students have opportunities to access early college courses, job preparation, and potential internships.	
2.4	**Action:** CTE Pathways **Need:** Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared and fall in the medium (yellow) category. Students at WIHS relayed the desire to have more CTE courses at IHS so they would be better prepared post-high school. Parents and staff reiterated the need for ongoing Career and Technical Education in high school. **Scope:** LEA-wide Schoolwide	The continued implementation of various CTE pathways provides SED, EL, and FY students with opportunities to meet the College and Career Indicator (CCI) through dual-enrollment courses and pathway completions. This enables students to pursue further education through certificate programs or earn a college degree more quickly. Although CTE expenditures primarily benefit targeted students by enhancing access to early college and rigorous career preparation programs beyond what base funding alone can offer. This action is being provided on an School-wide basis so that all students may benefit from CTE courses.	Percentage of students enrolled in a CTE Pathway (Metric 2.1) College and Career Indicator (Metric 2.6)

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
2.5	**Action:** Technology Devices, Resources, Connectivity, Infrastructure and Support Services **Need:** Educational partners continue to mention that technology, electronic resources, and access are necessary to ensure all students have access to a broad course of study and remove barriers for all students. Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared and fall in the medium (yellow) category. Additionally, all students utilize digital resources to support their learning. English Language Learners and Socioeconomically disadvantaged students continue to perform at a lower rate than the "All Student" group for ELA and Math. For ELA, ELs performed at 93.4 points below standard, Socioeconomically Disadvantaged performers at 0.3 points below standard, and the "All Students" group scored at 6.3 points above standard. In Math, ELs performed at 182.2 points below standard, Socioeconomically Disadvantaged performers at 117.6 points below standard, and the "All Students" group scored at 111.7 points below standard.	Technology devices, resources, connectivity, infrastructure, and support services meet the needs of socioeconomically disadvantaged students, English Language Learners (ELLs), and Foster/Homeless youth by providing equitable access to essential learning tools and resources. These supports help bridge the digital divide, enabling these students to participate fully in online learning, access educational materials, and receive individualized instruction and support. This action is being provided on an LEA-wide basis because all students can benefit from technological resources that enhance the learning experience by facilitating access to a wide range of information, enabling interactive and personalized learning, and supporting the development of digital literacy skills crucial for success in the modern world. Classroom technology expenditures, network upgrades, and technology support services increase access to and reliability of classroom-based digital resources, including 1:1 Chromebooks and Internet access, beyond what base funding alone could provide.	Percentage of students who have access to digital supplemental resources (Metric 2.3) Percentage of students who have access to 1:1 Chromebooks (Metric 2.7) Graduation Rate (Metric 1.17)

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
	ELs also have scored in the lowest category (red) for the English Learner Progress Indicator at only 32.5% making progress towards language proficiency. **Scope:** LEA-wide		
2.6	**Action:** Enhancing Facilities for Comprehensive College and Career Technical Education Pathways **Need:** (Added for the 2025-26 School Year) Based on the 2024 California School Dashboard 46.3% of students at the Wasco High School District are prepared based on the College and Career Indicator and fall in the green category. In comparison, only 22.2% of English Language Learners are prepared and fall in the medium (yellow) category, and 44% of Socially Disadvantaged students are prepared and fall in the green category. Parents, staff, and administrators emphasized the need for a broad course of study including opportunities for early college opportunities. Students mentioned the desire for modern CTE facilities that include wifi and a classroom that will ensure more hands-on, job relevant learning opportunities to better prepare them for a job after high school, or minimal college after high school to obtain a career.	Additional Modernized CTE facilities are designed to promote equity and access by addressing the unique needs of English Language Learners (ELLs), Socioeconomically Disadvantaged students, and Foster and Homeless youth. Expanding our CTE facilities eliminate barriers by expanding the LEAs capacity to offer additional free access to materials, new or additional certifications, and transportation, while connecting students with industry partners for real-world experience that include industry-relevant equipment and environments. Additionally, expanded CTE facilities will provide access to free materials and certifications, which previously would have been cost prohibitive to students. Although this action is designed to expanded CTE offering and services for our unduplicated students it is offered on an LEA wide basis because all students can benefit from access to Career and Technical Education offerings.	Percentage of students enrolled in a CTE Pathway (Metric 2.2) Percentage of students who have access to digital supplemental resources (Metric 2.3) College and Career Indicator (Metric 2.6) Facilities in good repair (Metric 1.3) Percentage of students completing at least one CTE pathway (Metric 1.8) Percentage of construction progress of the facilities action for Enhancing Facilities for Comprehensive College and Career Technical Education Pathways (Metric 2.8)

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: LEA-wide		
3.1	**Action:** Campus Safety, Security, Attendance Supports and Services **Need:** The need for a safe and secure campus is one of the most highly mentioned topics across all educational partner groups when gathering input and feedback for the development of this year's LCAP. School safety, campus security, attendance monitoring, and school nursing services provide a stable and secure environment crucial for socioeconomically disadvantaged students, English Language Learners, and Foster/Homeless youth to focus on learning. These services ensure equitable access to education by addressing basic needs and promoting a sense of belonging. Additionally, they offer essential support systems that enhance academic performance and overall well-being for all students, fostering a conducive learning atmosphere. These same supports are imperative to all students in creating a more inclusive and equitable learning environment where all students have the opportunity to thrive. When looking at the following metrics, there is a discrepancy between the "All Student" group and unduplicated student groups. Attendance rates for "All students" is 94%, while EL and	School safety, campus security, attendance monitoring, and school nursing services create an environment conducive to learning, which can lead to improved school attendance rates and reduced chronic absenteeism rates for our EL, SED, and FY populations. By fostering a sense of safety and security, these services mitigate factors that contribute to high school dropout rates, thus increasing graduation rates. Additionally, timely interventions facilitated by attendance monitoring and nursing services can address health issues and other barriers to attendance, further supporting students' academic success and retention. Research suggests that such holistic support can lead to improved academic outcomes and overall well-being for these vulnerable student populations. This action is provided on an LEA-Wide basis to improve the climate for all students attending Wasco Union High School District.	Student Attendance Rate (Metric 1.14) Chronic Absenteeism Rate (Metric 1.15) High School Dropout Rate (Metric 1.16) Graduation Rate (Metric 1.17) Suspension Rate (Metric 3.4) Expulsion Rate (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
	SWD students rates are 91%, foster youth are 90%, and homeless are 78%. The Chronic Absenteeism rate for "All Students" is at 23%. The same measure for ELs is 35%, SWD is 34%, Foster is 38% and homeless is 80%. The Graduation rate for "All Students" is 90.6%, in comparison to SED at 90.5%, and ELs at 83.6%. There is no information on foster or homeless due to the small subgroup. **Scope:** LEA-wide		
3.2	**Action:** Positive and Engaging School Environment **Need:** Educational partners all emphasized the need for a positive and safe school environment that helped shape Goal 3A. A positive and engaging learning environment is crucial for socioeconomically disadvantaged students, English language learners, and foster/homeless youth because it fosters a sense of belonging, safety, and motivation. These students often face additional stressors outside of school, such as financial instability or language barriers, which can impact their ability to focus and learn. A supportive and engaging environment helps mitigate these challenges by providing encouragement, personalized attention, and opportunities for	A positive school environment is crucial for EL, SED, and FY students and staff as it fosters a sense of belonging, safety, and well-being. It enhances students' motivation to learn, leading to improved academic performance and higher levels of engagement. Although this action is designed to address the needs of our EL, SED, and FY students it is being provided on an LEA-wide basis so that all students may benefit.	Suspension Rate (Metric 3.4) Expulsion Rate (Metric 3.5) Student Connectedness Survey (Metric 3.6)

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
	meaningful participation, ultimately enhancing their academic achievement and overall well-being. Data shows there is a discrepancy in the attendance rate between the "All Student" group and unduplicated student groups. Attendance rates for "All students" is 94%, while EL and SWD students rates are 91%, foster youth are 90%, and homeless are 78%. The Chronic Absenteeism rate for "All Students" is at 23%. The same measure for ELs is 35%, SWD is 34%, Foster is 38% and homeless is 80%. Additionally, based on the School Connectedness survey, 38% of students disagree or strongly disagree that they feel like they belong when they are at school. **Scope:** LEA-wide		
3.3	**Action:** Parent & Educational Partner Engagement **Need:** The research underscores the critical role of parent and educational partner engagement for socioeconomically disadvantaged students, English language learners, and foster/homeless youth. Studies indicate that the active involvement of parents and educational partners positively impacts academic achievement, school attendance,	Engaged parents, El, SED, and FY students as well as other educational partners can provide crucial support systems, advocate for resources, and bridge communication gaps between home and school environments, thereby promoting a more holistic approach to education that considers the diverse needs and backgrounds of these students. Moreover, collaborative efforts between families, schools, and community organizations have been shown to mitigate the effects of socioeconomic disparities and improve educational outcomes for these students. Although	Percentage of parents who feel the WUHSD seeks to gain parent input for decision-making (Metric 3.1) Annual Title 1 Parent Meeting Attendance (Metric 3.2) Number of ELAC/DELAC Meetings (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
	and overall well-being of these vulnerable student populations. Parents noted in educational partner feedback that they desired more communication around the topics of early college, CTE pathways, tutoring, credit deficiency make-up opportunities, and ways to support their students with mental health and stressors. Data shows there is a discrepancy between unduplicated student groups and all groups in various areas identifying a potential area of improvement in regards to informed parental student support and communication. The more informed parents and guardians are, the more effectively students will be supported. Based on the California School Dashboard for English Language Arts the all student group scored at 6.3 points above standard while ELs were - 93.4 points below standard, SED were -0.3 below standard, and SWDs scored -110.8 below standard. In Math the all student group scored -111.7 below standard, ELs scored -182.2 below standard, SED students scored -117.6 below standard, and SWDs measured -183.4 below standard. Based on the CAST Science test, 15.4% of students in the all-student category met or exceeded standard. 0.97% of EL students met or exceeded standard, 13.83% of SED students met or exceeded standard, and	this action is designed to meet the needs of our EL, SED, and FY students it is provided LEA-wide to increase Parent and Educational partner engagement for every student.	Participation Rates for Post-IEP Surveys (Metric 3.3)

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
	5.88% of SWDs met or exceeded standard. For the College and Career Indicator (CCI), the all student group scored in the low category with only 34.6% of students meeting prepared. The unduplicated subgroups measured as follows: ELs: (8.1% - very low), SED: (5.4% - very low), and SWD: (31.9% - low). Graduation Rates for the "all student" group is 90.6% with SED closely behind at 89.73%. In comparison, graduation rates were 81.44% for ELs, 60 % for homeless youth, and 73.33% for SWD. Finally, a minimal group of 32.5% ELs were measured as making progress in acquiring the English Language based on the English Language Progress Indicator (ELPI): **Scope:** LEA-wide		

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
1.5	**Action:** Increase English Learner Supports and Services **Need:** English Language Learners in the Wasco Union High School District have struggled to progress in their language acquisition as noted by several measures. The EL subgroup scored in the orange category for the ELA CAASPP assessment at - 93.4 points below the distance from standard. For Math, they also scored in the orange band at -182.2 points below the distance from standard. According to the English Learner Progress Indicator (ELPI), only 32.5% of EL learners made progress toward English language proficiency. Additionally, the reclassification rate for the 22-23 school year was 6.27%. Another data point shows that the EL subgroup also struggled to make adequate progress toward other performance indicators. In the area of the College and Career Indicator (CCI), the EL subgroup scored in the very low (red) band with only 8.1% being deemed prepared. **Scope:**	To better serve the English Language Learner (ELL) population at Wasco Union High School District, a focused approach to implementing research-based strategies, scaffolding, ongoing monitoring, and assessment will be adopted. Professional development will be provided for staff directly serving this population to enhance their instructional practices and support. The WUHSD will directly support students through certificated and classified staff members who will monitor ELL progress, collect and prepare data, oversee Individual Learning Plans, and manage the reclassification process. Instructional aides in core content classrooms will assist with instruction, and lesson delivery, and provide integrated and designated supports to scaffold learning effectively. Overall, these actions will support ELLs and LTEL's in achieving a higher level of progress in meeting the ELPI indicator.	Percentage of students making progress as measured by the English Language Progress Indicator (ELPI) Results and reported by the CA School Dashboard (Metric 1.10) Percentage of students that are being Reclassified as Fluent English Proficient as reported by Kern Integrated Data System (Metric 1.11)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.6	**Action:** Credit Recovery & Academic Counseling for LTEL's **Need:** Long-Term English Language Learners (LTELs), students who have attended U.S. schools for six or more years without reaching English proficiency, face a range of academic, linguistic, and systemic challenges. While many speak conversational English fluently, they often struggle with academic language, including complex vocabulary and grammar, which impacts their performance across subjects. These students may also have gaps in foundational literacy skills due to inconsistent education or limited literacy in their first language. 92.1% of WUHSD students graduate within the four-year high school sequence, while only 88.2% of the district's Long-term English Language Learners graduate within the same time frame. 46.3% of WUHSD students were considered prepared for college and career after high school based on the College and Career Indicator (CCI). In comparison, Long-term English Language Learners scored in the yellow category, with only 23.8% meeting the prepared requirement.	Many LTELs need additional opportunities to make up credits or take additional coursework to free up their schedule to take more A-G, early college, AP, or CTE courses that will help them meet the prepared category. A four-year high school academic plan designed in conjunction with their high school counselor and ELD Coordinator will help focus students and create early intervention when a student is not staying on track to meet their high school and college and career readiness goals. Additionally, when students have a monitored plan that they are familiar with and understand, it will assist them with better focus on their goals and have higher success rates. Engagement in CTE pathways, Early College courses, and other courses they enjoy will also assist with engagement that will lead to better attendance.	Graduation Rates for LTELs (Metric 1.17) College and Career Indicator (CCI) (Metric 2.6) English Language Progress Indicator (ELPI) (Metric 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The annual attendance rate for LTEL students stands at 91.76% in comparison to the "all student" group rate of 93.96%. **Scope:** Limited to Unduplicated Student Group(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.

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.

The following actions describe how the additional concentration grant add-on will be used to increase the number of certificated and classified staff to provide direct services to students at both high schools as each has an enrollment greater than 55% of socio-economically disadvantaged students. This plan includes employing the following new full-time employees for the 2022-2023 school year:

District Safety Officer (1 FTE) - (Goal/Action 3.1) - The District Safety Officer was established in the 22-23 school year. The position was created in response to the termination of the School Resource Officer (SRO) contract by the Kern County Sheriff's Department on January 30, 2022. The SRO is a critical component of building a positive school climate and moving towards a restorative discipline approach. The DSO provides regular communication to parents and will help educate them on the dangers of drugs and other risks to youth. Additionally, the District Safety Officer plays a vital role in providing welfare checks, specifically for students who may be experiencing mental health crises. We believe these actions will be effective in increasing increase engagement in all school activities and attendance rates for our low-income students will increase significantly.

District Psychologist -(1 FTE) - (Goal/Action 1.2) - A school psychologist plays a crucial role in supporting students' mental health and academic success. Through assessments and interventions, they identify and address various learning and behavioral challenges, providing individualized support and resources. By collaborating with educators, families, and other professionals, school psychologists help create a positive and inclusive learning environment. Ultimately, their expertise contributes to improved student well-being, social-emotional development, and overall academic achievement.

Math Teacher (1 FTE) - (Goal/Action 2.2) -The District continues to add teachers and sections in high-needs areas where students benefit from smaller class sizes and more section offerings. Additional class section expenditures are principally directed towards targeted students by increasing access and availability of desired courses and reducing class size beyond that which could be provided with base funding alone. Based on the academic needs of our unduplicated students, maintaining smaller class sizes is a benefit that will allow the teacher to provide more individualized instruction and increase staff-to-student connections that will help support them through their high school careers.

Application Support Specialist (1 FTE) -- (Goal/Action 2.6) - The District employs an Application Support Specialist to capitalize on the successful resources and structures utilized during distance learning, enhancing student engagement. These include offering online classes outside traditional hours, providing access to tutoring resources, and promoting interaction with the District Learning Management System (LMS) while students are at home. This initiative is essential to meet student needs and ensure they acquire 21st-century technology skills vital for post-graduation success. While all students will benefit, unduplicated students, who frequently lack personal devices or must share them among family members, stand to gain significantly from these efforts.

Custodian/Bus Driver (1 FTE) - (Goal/Action 3.1) - The WUHSD utilizes an additional custodian/bus driver to provide adequate time for student transportation needs, including regular education and athletic events, as well as facility cleaning. With the added staff, the District has gained flexibility in adjusting routing plans to comply with pandemic guidelines, ensuring a safe and welcoming environment for students. Transportation services are particularly vital for our low-income students in rural areas, guaranteeing equitable access to events.

Academic Coach (ACs in English, Science, Social Science) (Goal/Action 1.3) - Academic Coaches play a critical role in supporting teachers by providing professional development, mentoring, and resources to enhance practices and student outcomes. This support is valuable to teachers who may face challenges in effectively addressing diverse student needs. For socioeconomically disadvantaged, English Language Learners, and Foster/Homeless youth, academic coaches offer targeted assistance in implementing strategies to meet their unique learning needs. This support helps students overcome educational barriers and achieve academic success. Academic Coaching benefits all students by promoting "best first instruction", fostering a positive learning environment, and overall academic achievement. By equipping teachers with the necessary skills and resources, academic coaches contribute to developing a more inclusive and equitable learning experience for all students. ACs provide ongoing professional development including an intensive five-day “boot camp” for new teachers. The “boot camp” provides new teachers with a comprehensive overview of the research-based strategies and pedagogy that is at the core of teaching and learning at WUHS and promotes a sustainable system.

Social Worker (1 FTE) - (Goal/Action 1.2) - A social worker enhances services to students by providing vital support to address social, emotional, and behavioral needs, thereby promoting holistic well-being and academic success. For socioeconomically disadvantaged students, social workers offer assistance in accessing resources to alleviate financial strain and navigate challenges associated with poverty, fostering a conducive learning environment. They also provide English Language Learners (ELLs) with language acquisition support, cultural integration assistance, and advocacy, ensuring equitable access to educational opportunities. Additionally, for Foster/Homeless youth, social workers offer specialized support to mitigate the impacts of trauma, instability, and placement changes, collaborating with relevant agencies to promote stability and continuity in education. Overall, social workers play a crucial role in fostering an inclusive and supportive school environment, facilitating the success of all students, regardless of their background or circumstances.

Ag Prep Coordinator (2 FTE) - (Goal/Action 2.3) - The WUHSD has two coordinators who manage all aspects of the Wonderful Ag Career Prep Academy (WACP). This academy helps bridge opportunity gaps, promotes equity, and equips these students with valuable skills and experiences. For all students in the district, this enhances career readiness, fosters engagement in hands-on learning, and strengthens connections between education and future employment opportunities.

EL Coordinator - (3 Periods) - (Goal/Action 1.5) - The EL Coordinator continues to provide targeted support for English Learners by collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners.

Instructional Assistants (7.0 FTE) - (Goal/Action 1,4, 1.5, 4.1,) Instructional Assistants will allow for targeted support for students by placing more direct support in the core classes. The "push-in" model has been highly successful in the district and IA"s will offer personalized assistance, fostering language acquisition and academic success among English Language Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth.

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	1:18
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

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	22,000,233	8,727,602	39.670%	17.548%	57.218%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,699,586.00	$6,624,055.61	$0.00	$0.00	$19,323,641.61	$8,472,211.00	$10,851,430.61

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**	Supplemental Resources and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$290,053.00	$226,402.00	$516,455.00				$516,455.00	
1	**1.2**	Academic and Social Emotional (SEL) Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,242,762.00	$2,000.00	$1,244,762.00				$1,244,762.00	
1	**1.3**	Staff and Curriculum Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$824,914.00	$151,400.00	$976,314.00				$976,314.00	
1	**1.4**	Intervention Supports and Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$834,191.00	$114,900.00	$949,091.00				$949,091.00	
1	**1.5**	Increase English Learner Supports and Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	2024-2027	$413,428.00	$12,302.00	$425,730.00				$425,730.00	
1	**1.6**	Credit Recovery & Academic Counseling for LTEL's	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$8,727.00	$1,800.00	$10,527.00				$10,527.00	
2	**2.1**	College and Career Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School	2024-2027	$78,260.00	$6,250.00	$84,510.00				$84,510.00	

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
							9-12									
2	2.2	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,808,345.00	$45,236.00	$1,853,581.00				$1,853,581.00	
2	2.3	Ag Career Academy	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	2024-2027	$455,370.00	$117,520.00	$572,890.00				$572,890.00	
2	2.4	CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	2024-2027	$580,363.00	$150,955.00	$608,663.00	$122,655.00			$731,318.00	
2	2.5	Technology Devices, Resources, Connectivity, Infrastructure and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$465,316.00	$929,734.00	$1,395,050.00				$1,395,050.00	
2	2.6	Enhancing Facilities for Comprehensive College and Career Technical Education Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$8,826,793.61	$2,500,000.00	$6,326,793.61			$8,826,793.61	
3	3.1	Campus Safety, Security, Attendance Supports and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,005,445.00	$137,231.00	$1,142,676.00				$1,142,676.00	
3	3.2	Positive and Engaging School Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$187,267.00	$91,801.00	$279,068.00				$279,068.00	
3	3.3	Parent & Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$103,163.00	$37,106.00	$140,269.00				$140,269.00	
4	4.1	Additional Instructional Support	All	No			Specific Schools: Wasco Independence High School 11th - 12th	2024-2027	$174,607.00	$0.00	$0.00	$174,607.00			$174,607.00	

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
22,000,233	8,727,602	39.670%	17.548%	57.218%	$12,699,586.00	0.000%	57.725 %	**Total:**	$12,699,586.00
								LEA-wide Total:	$11,690,439.00
								Limited Total:	$436,257.00
								Schoolwide Total:	$1,181,553.00

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**	Supplemental Resources and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$516,455.00	
1	**1.2**	Academic and Social Emotional (SEL) Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,244,762.00	
1	**1.3**	Staff and Curriculum Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$976,314.00	
1	**1.4**	Intervention Supports and Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$949,091.00	
1	**1.5**	Increase English Learner Supports and Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$425,730.00	
1	**1.6**	Credit Recovery & Academic Counseling for LTEL's	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,527.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	College and Career Services	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	$84,510.00	
2	**2.2**	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,853,581.00	
2	**2.3**	Ag Career Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	$572,890.00	
2	**2.4**	CTE Pathways	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	$608,663.00	
2	**2.5**	Technology Devices, Resources, Connectivity, Infrastructure and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,395,050.00	
2	**2.6**	Enhancing Facilities for Comprehensive College and Career Technical Education Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500,000.00	
3	**3.1**	Campus Safety, Security, Attendance Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,142,676.00	
3	**3.2**	Positive and Engaging School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$279,068.00	
3	**3.3**	Parent & Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,269.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,668,107.00	$10,050,866.13

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**	Supplemental Resources and Supports	Yes	$1,340,266	$571,750.58
1	**1.2**	Academic and Social Emotional (SEL) Services	Yes	$1,250,967.00	$1,107,303.12
1	**1.3**	Staff and Curriculum Development and Training	Yes	$1,782,978.00	$427,687.16
1	**1.4**	Intervention Supports and Extended Learning Opportunities	Yes	$1,303,378.00	$938,145.45
1	**1.5**	Increase English Learner Supports and Services	Yes	$546,577.00	$396,224.55
2	**2.1**	College and Career Services	Yes	$89,747.00	$84,072.16
2	**2.2**	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	Yes	$2,719,187.00	$2,175,614.22
2	**2.3**	Ag Career Academy	Yes	$678,430.00	$451,728.47
2	**2.4**	CTE Pathways	Yes	$929,180.00	$741,096.82
2	**2.5**	Technology Devices, Resources, Connectivity, Infastructure and Support Services	Yes	$2,311,077.00	$1,368,809.33
3	**3.1**	Campus Safety, Security, Attendance Supports and Services	Yes	$1,067,490.00	$1,158,176.35

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Positive and Engaging School Environment	Yes	$300,037.00	$323,697.38
3	**3.3**	Parent & Educational Partner Engagement	Yes	$158,271.00	$116,038.54
4	**4.1**	Additional Instructional Support	No	$190,522.00	$190,522

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)
8,644,597	$13,653,648.00	$9,860,344.13	$3,793,303.87	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**	Supplemental Resources and Supports	Yes	$1,149,170	$571,750.58		
1	**1.2**	Academic and Social Emotional (SEL) Services	Yes	$1,250,967	$1,107,303.12		
1	**1.3**	Staff and Curriculum Development and Training	Yes	$1,513,967.00	$427,687.16		
1	**1.4**	Intervention Supports and Extended Learning Opportunities	Yes	$1,303,378.00	$938,145.45		
1	**1.5**	Increase English Learner Supports and Services	Yes	$390,057.00	$396,224.55		
2	**2.1**	College and Career Services	Yes	$89,747.00	$84,072.16		
2	**2.2**	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	Yes	$2,715,912.00	$2,175,614.22		
2	**2.3**	Ag Career Academy	Yes	$678,430.00	$451,728.47		
2	**2.4**	CTE Pathways	Yes	$929,180.00	$741,096.82		
2	**2.5**	Technology Devices, Resources, Connectivity, Infastructure and Support Services	Yes	$2,122,794	$1,368,809.33		
3	**3.1**	Campus Safety, Security, Attendance Supports and Services	Yes	$1,067,490	$1,158,176.35		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Positive and Engaging School Environment	Yes	$300,037.00	$323,697.38		
3	**3.3**	Parent & Educational Partner Engagement	Yes	$142,519.00	$116,038.54		

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)
21,941,437	8,644,597	23.089%	62.487%	$9,860,344.13	0.000%	44.939%	$3,850,311.26	17.548%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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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